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Ontario. Education, Dep. R.

(ANNUAL) REPORT

OF THE

NORMAL, MODEL, HIGH

AND

PUBLIC SCHOOLS

OF

ONTARIO,

FOR THE YEAR 1874,

WITH APPENDICES,

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

Printed by Order of the Legislative Assembly.



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1875.



Department of Public Instruction for Ontario.

No. 18147 B⁴.

EDUCATION OFFICE,

TORONTO, 21st October, 1875.

SIR—I have the honour to transmit herewith, to be laid before His Honour the Lieutenant-Governor, my Report of the Normal, Model, High and Public Schools of Ontario, during the year 1874, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains extracts from local reports, and other documents and papers illustrative of the means which have been employed to promote the improvement and extension of the High and Public Schools throughout Ontario.

I have the honour to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable S. C. WOOD, M.P.P.,

Secretary of the Province,

Toronto.

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PART I.

GENERAL REPORT

ON

EDUCATION IN ONTARIO.

1874.

ANNUAL REPORT

OF THE

Normal, Model, High and Public Schools

IN ONTARIO,

FOR THE YEAR 1874.

PART I.—GENERAL REPORT.

To His Excellency the Honourable D. A. Macdonald, Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR EXCELLENCY,

I herewith present my Report to Your Excellency, on the condition of the Normal, Model, High and Public Schools of the Province of Ontario, for the year 1874.

I will now proceed to give a summary view of the condition of the High and Public Schools of Ontario, condensed from the Statistical Tables accompanying this Report :—

I.—TABLE A.—RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS.

The Receipts.

1. The amount apportioned from the Legislative Grant was \$244,933—increase, \$19,998. The amount apportioned for the purchase of maps, apparatus, prize and library books was \$22,849—increase, \$1,910.

2. The amount from County *Municipal* Assessment was \$606,538, showing a small increase of \$5,187.

3. The amount available from *Trustees'* School Assessment was \$1,608,437—increase, \$169,046.

4. The amount from Clergy Reserves Moneys and from other sources, applied to School purposes in 1874 was \$756,512—increase, \$75,764.

5. The Total Receipts for all Public School purposes for the year 1874 amounted to \$3,239,271, or nearly *three and a quarter millions of dollars*, shewing an increase of \$271,906, over the total receipts of the preceding year. For the past three years the rate of increase has been—for 1872, \$405,799 ; for 1873, \$437,094 ; and for 1874, \$271,906, being over one million of dollars for that period of time. This being the result of the operation of the new School Act, is most encouraging, and speaks well for the educational prosperity of the country.

6. As an evidence of the continued financial prosperity of our Public Schools, I insert the following interesting table, showing the progressive increase in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total receipts since 1860—the year in which the School Law Amendment Act was passed

These facts strongly illustrate the growing interest felt in the prosperity of our Schools by the local School authorities. The table is as follows :—

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.
County Municipal Assessment....	\$ 278683	\$ 278085	\$ 274471	\$ 287768	\$ 304582	\$ 308062	\$ 319154	\$ 351873	\$ 362375	\$ 372745	\$ 385284	\$ 492481	\$ 531391	\$ 601351	\$ 606538
Trustees' School Assessment	\$ 556682	\$ 587297	\$ 620268	\$ 631755	\$ 659380	\$ 711197	\$ 760966	\$ 799708	\$ 855538	\$ 890634	\$ 951099	\$ 1027184	\$ 1232101	\$ 1439390	\$ 1608437
All other Receipts.....	\$ 488897	\$ 515897	\$ 501384	\$ 513362	\$ 520425	\$ 525711	\$ 528451	\$ 518754	\$ 571419	\$ 563849	\$ 607981	\$ 604806	\$ 766778	\$ 926624	\$ 1024296
Total Receipts.....	\$ 1324272	\$ 1381279	\$ 1396123	\$ 1432885	\$ 1484187	\$ 1545000	\$ 1607971	\$ 1670335	\$ 1789332	\$ 1827426	\$ 1944564	\$ 2124471	\$ 2530270	\$ 2967365	\$ 3236271
Increase in total Receipts.....	\$ 14452	\$ 57006	\$ 14843	\$ 30762	\$ 51501	\$ 60813	\$ 62970	\$ 62364	\$ 118997	\$ 38003	\$ 116938	\$ 180106	\$ 405799	\$ 437094	\$ 271906

THE EXPENDITURE.

1. The amount paid by trustees for salaries of teachers in 1874 was \$1,647,750—increase, \$127,626, a most gratifying increase, and showing a desire on the part of trustees to give teachers a fair remuneration. (See Table D. on Annual Salaries.)

2. For maps, globes, prize books and libraries, \$54,989—increase, \$5,131. The Legislative aid given to trustees for these objects was \$22,849.

3. For sites and building of School-houses, \$699,547—increase, \$90,434. This increase taken in connection with the increase (\$153,070) for 1873, is remarkable, and is no doubt due to that most salutary provision of the new School Law, which requires the trustees to provide suitable accommodation for all the pupils in their School divisions. The great increase, during the past three years (being for 1872, \$194,208 ; 1873, \$153,070 ; and 1874, \$90,434,) in the trustees' expenditure for sites and School-houses, proves the impetus given to School-house building by the new Act. The increased expenditure under this head, in 1870, was only \$16,129. This year's expenditure for sites and School-houses is a permanent increase in the value of Public School property, and indicates much additional material prosperity in the several neighbourhoods which were benefited by the expenditure.

4. For rents and repairs of School-houses, \$154,036—increase, \$15,960.

5. For School books, stationery, fuel, and other expenses, \$309,008—increase, \$21,654.

6. Total expenditure for all Public School purposes, \$2,865,332—increase, \$260,806.

7. Balances of School Moneys not paid at the end of the year when the returns were made, \$373,938—increase, \$11,099.

II.—TABLE B.—SCHOOL POPULATION, AGES OF PUPILS, PUPILS ATTENDING PUBLIC SCHOOLS, AVERAGE ATTENDANCE.

The Statute requires that the trustees' returns of School population shall include the entire number of children resident in their School Division ; and it confers the *equal* right of attending the Schools upon all residents in such divisions between the ages of five and twenty-one years.

1. The School population reported by trustees (including only children between the ages of five and sixteen years) was 511,603—increase, 6,734.

2. The number of pupils between the ages of five and sixteen years attending the Schools, was 443,099—increase, 3,633. Number of pupils of other ages attending the Schools, 20,948—decrease, 570. Total number of pupils attending the Schools, 464,047—increase, 3,063.

3. The number of boys attending the Schools, 244,206—increase, 1,591. The number of girls attending the Schools, 219,841—increase, 1,472.

4. The ages of pupils are : 1,704, under five years of age ; 239,858, between five and ten ; 203,658, between eleven and sixteen ; 18,887, between seventeen and twenty-one.

5. The number reported as not attending any School is 10,321—decrease, 2,159. These were between the ages of seven and twelve years, which are the ages fixed by the new Law, during which all the children of a School Division should receive instruction in some School. The attention of trustees, parents and inspectors, is called to this fact, in

the hope that this ominous and humiliating item will soon be greatly lessened through the Christian and patriotic exertions of the people at large, aided by the amendments in the School Act on the subject of compulsory education, which make it imperative on trustees to give effect to the law.

6. The average attendance, viz., the aggregate daily attendance divided by the legal number of teaching days in the year, was 192,898—increase, 708.

III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

This Table has been rendered necessary in consequence of the system of classification of pupils which the new Programme has introduced into the Public Schools. It presents most striking facts, and shows the number of pupils which have been put back from the higher classes of the old system to the other classes under the new system. It also shows how faithful have been the County Inspectors in the discharge of this most unpleasant part of their duties; in carefully examining and classifying, according to their attainments, the pupils in the various Schools.

IV.—TABLE D.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,758 Schools reported, 5,736 Teachers have been employed—increase, 94 ; of whom 2,601 are male Teachers—increase, 20 ; and 3,135 are female Teachers—increase, 74. It will thus be seen that there are about five hundred more female than male teachers.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions:—Church of England, 924—increase, 21 ; Church of Rome, 692—increase, 17 ; Presbyterians (of different classes), 1,780—increase, 14 ; Methodists (of different classes), 1,773—increase, 48 ; Baptists (of different classes), 328—increase, 3 ; Congregationalists, 69—decrease, 12 ; Lutherans, 16 ; Quakers, 13 ; Christians and Disciples, 31 ; reported as Protestants, 48 ; Unitarians, 7 ; other persuasions, 55.

N. B.—Of the 692 teachers of the Church of Rome, 414 are employed in the Public Schools, and 278 are teachers of R. C. Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported is 5,736—increase, 94 ; Provincial Certificates, 1st class, 215—decrease, 30 ; 2nd class, 857—increase, 18 ; County Board Certificates of the Old Standard, 1st class, 564—decrease, 90 ; 2nd class, 415—decrease, 82 ; 3rd class, 56—decrease, 17 ; New County Board 3rd class Certificates, 3,069—increase, 298 ; Interim Certificates, 560.

4. Number of Schools which have more than one teacher, 514—increase, 12.

5. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a County, \$720—the lowest, \$100 ! ; in a City, the highest, \$1,000—the lowest, \$450 ; in a Town, the highest, \$1,000—the lowest, \$200. The average salary of male teachers in Counties was \$348—of female teachers, \$235 ; in Cities, of male teachers, \$699—of female teachers, \$276 ; in Towns, of male teachers, \$520—of female teachers, \$254. The average increase of male teachers' salaries for the Province during 1874 is \$10 per male teacher, \$7 per female teacher, while for 1873 it was \$35 per male teacher ; for females, \$13 per teacher. While the increase during 1873 and 1874 is eminently satisfactory and a great improvement on preceding years, still there is no doubt that amongst the worst enemies to the efficiency and progress of Public School education, are those trustees and parents whose aim is to get what they mis-call a "*cheap teacher*," and who seek to haggle down the teacher's remuneration to as near starvation point as possible, though, in reality, they are intellectually starving their own children and wasting their time by employing an inferior teacher. Business men find it to their interest to employ good clerks, as one good clerk is worth two poor ones ; and in order to obtain and retain good clerks they pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of teachers ; yet how many trustees and parents, in School matters, abandon a rule on which not only the merchant, but the sensible farmer acts in employing labourers, preferring to give higher wages for good labourers than to give lower wages to poor labourers. Good teachers cannot be got for inferior salaries.

V.—TABLE E.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, PRIZES, TIME OF KEEPING OPEN THE SCHOOLS, PRAYERS, &c.

1. The whole number of *School Sections* reported, 4,831—increase 26, chiefly in new Townships. The number of *Schools Reported as kept open* is 4,758—increase 26, these also mostly in new Townships.

2. The increase in number of *School-houses* was 36. Of late years there has been a most satisfactory decrease in the number of log-built School-houses, while stone, brick, and frame School-houses have been substituted.

3. The whole number of School-houses reported is 4,827, of which 1,169 are *brick*, 463 *stone*, 2,080 *frame*, 1,115 *log*.

4. *Titles to School-Sites*.—*Freehold*, 4,508—increase 42; *Rented*, 319—decrease, 6.

5. *School Visits*.—By Inspectors, 10,458—increase, 110; by Clergymen, 7,179—increase, 44; by Municipal Councillors and Magistrates, 1,906—decrease, 123; by Judges and Members of Parliament, 325—decrease, 7; by Trustees, 21,186—increase, 951; by other persons, 40,973—decrease, 856. Total School visits, 82,027—increase, 119. This does not indicate any great diminution of zeal and interest in Public School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent parents to educate their children.

6. *School Lectures*.—By Inspectors, 1,874—increase, 21; by other persons, 323—increase, 64. The lectures delivered by others than Inspectors are, of course, voluntary; but the law provides that every Inspector shall deliver under certain regulations, a lecture on education in the School Sections under his charge. I trust soon to witness a revival of this most useful and appropriate means of stimulating local zeal in educational matters. It would be singular, indeed, if one lecture a year, on some subject of educational requirement or progress, could not be made instructive and popular. It is, however, gratifying to observe generally that the number of visits to Schools by the Inspectors was equal to the requirements of the law. Their effect has been most salutary upon the Schools.

7. *Time of Keeping the Schools Open*.—The average time of keeping the Schools open, including the holidays, was *eleven months and seven days* in 1874. This is nearly twice the average time of keeping open the Public Schools in several of the United States, and about three months more than the average time of keeping them open in the States of New York and Massachusetts—arising chiefly from our making the apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such Schools—that is according to the number of pupils instructed in the Schools.

8. *Public School Examinations*.—The whole number of Public School Examinations was 9,515—decrease 832; though less than two for each School. The law requires that there should be in each School a public *quarterly* examination, of which the teacher should give notice to trustees and parents of pupils, and to the School visitors (clergymen, magistrates, &c.,) resident in the School Sections. I think the time has now arrived (under the new and improved system inaugurated by the School Law and Regulations,) to make it my duty hereafter to withhold the apportionment of the School Fund from the Schools in which this provision of the law is violated. Good teachers do not shrink from, or are indifferent to, public examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent teachers shrink from the publicity and labour attendant on public examinations of their Schools. The stimulus to progress caused by such examinations, together with tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on parents, pupils and teachers, as well as on the interests of general and thorough Public School education; and such examinations will doubtless, under the new and improved programme of studies, command a large attendance of parents, trustees and friends of the pupils of the Schools.

9. *The number of Schools holding Public Recitations* of prose or poetry by the pupils was 2,857—decrease, 199. This exercise should be practised in every School, as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of

such exercises in the ordinary routine of School duties exert a salutary influence upon the mind of pupils and are happy interludes in exercise on days of public examinations; and the more agreeable and attractive such exercises, as well as school examinations, can be made, the more rapid and successful will school progress become.

10. *School Prizes and Merit Cards.*—The number of Schools in which prizes are reported as having been distributed to reward and encourage meritorious pupils is 1,884— increase, 83—there has also been an increase in the aggregate amounts of prize books applied for and sent out to the Schools. As noted in my former report, I may remark that in every instance, as far as I can learn, where the distribution of prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the law in not holding public examinations of Schools—the want of competence and industry in teachers—their not attending to and recording the individual conduct and progress of each pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of pupils. In other cases, there has been a desire to give something to every pupil without reference to either conduct or progress, in order that none may complain, thus defeating the very object of prizes, and rejecting the principle on which the true system of prizes is established, and on which the Divine Government itself is based, namely, *rewarding every one according to his works*. I may also here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is therefore contrary to every day practice in all the relations of life. If the distribution of prizes is decided fairly according to merit there can be no *just* ground for dissatisfaction; and facilities are now provided and their employment prescribed, with a view to determine the merit of *punctuality, of good conduct, of diligence, of proficiency* on the part of each pupil during each term of the year—a four-fold motive to exertion and emulation in everything that constitutes a good pupil and a good School. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient School; nor does he desire the *test* of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the School. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place the most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath (that is, improves what he hath) shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order or administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others; nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers, and the envious murmurings of negligent and unsuccessful pupils and their too partial friends. Were the true principles, non-personal competition, as laid down in our system of merit cards, carried out by teachers, very little objection would ever be heard against the plan of awarding prizes in Schools.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again, as follows :—

A comprehensive catalogue of carefully selected and beautiful prize books has been prepared and furnished by the Department to trustees and Municipalities applying for them ; and, besides furnishing the books at the reduced price, the Department adds one hundred per cent. to whatever amounts may be provided by trustees and Municipal Councils to procure these prize books for the encouragement of children in their Schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to trustees and teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality* ; another for *good conduct* ; a third for *diligence* ; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads ; and the pupil or pupils who get the largest number of merit cards under each head, will at the end of the quarter or half-year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of the pupil's conduct, and during every day of his School career. If he cannot learn as fast as another pupil, that he can be as *punctual*, as *diligent* and maintain as *good conduct*, and so acquire distinction and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations* or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and, friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half-year or year, but on the daily conduct and diligence of each pupil during the whole period, and irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize book system, and especially in connection with that of *merit cards*, has a most salutary influence upon the School discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

12. *Prayers and Ten Commandments*.—Of the 4,758 Schools reported, the daily exercises were opened and closed with prayers in 4,033 of them—increase, 123 ; and the Ten Commandments were taught in 3,167—increase, 139. The law wisely provides that, “no child can be compelled to be present at religious instruction, reading or exercise, against the wish of his parents or guardians expressed in writing.” The religious instruction, reading and exercises, are like religion itself, a voluntary matter with trustees, teachers, parents and guardians. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendations on the subject, but does not assume authority to *enforce* or *compel* compliance with those provisions and recommendations. In some instances the reading and prayers may be according to the forms of the Roman Catholic Church ; but generally, those exercises are Protestant. The fact that in 4,033, out of 4,758 Schools, religious exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people ; although the absence of such religious exercises in a School does not by any means indicate the absence of religious principles or feelings in the neighbourhood of such School. There are many religious persons who think the day School, like the farm fields, the place for secular work, the religious exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a country, it is gratifying to see general and avowed recognition of them in Public Schools. It is delightful to think that (although in some few instances, this duty may be unworthily performed, yet) from so many humble shrines of learning the prayer for Divine wisdom and guidance goes up with faith to HIM who has promised to give “liberally” to them that ask Him and to upbraid them not.

13. *Text Books*.—In a previous annual report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of text books for the Schools, but a uniform series of excellent Canadian text books, and the complete success

of those measures. These text books are now universally used and my desire is to have them thoroughly revised from time to time—means for that purpose having been freely granted by the Legislature. Though it has been frequently stated that the text books of Schools were so often changed, I desire to state that up to this year no changes have been made, but once or twice (in arithmetic and grammar) in twenty-five years.

14. *Maps, Globes, and other apparatus.*—The maps and globes, and most of the other apparatus used in schools, are now manufactured in Ontario, forming a most interesting branch of Canadian manufacture. Blackboards are used in 4,653 (or nearly all) the Schools—increase 54; globes are used in 1,767 Schools—increase 41; maps are used in 4,457 Schools—increase 94. Total number of maps used in Schools, 33,836—increase 966.

VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 166—decrease during the year 4.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools according to average attendance of pupils, as compared with that at the Public Schools in the same Municipalities, was \$10,833—decrease \$1,617. The amount apportioned and paid for the purchase of maps, prize books and libraries, upon the usual condition of an equal sum being provided from local sources, was \$1,078—increase, \$171. The amount of School *rates* from the supporters of Separate Schools, was \$54,058—increase, \$6,891. The amount *subscribed* by supporters of Separate Schools, and from other sources, was \$22,393—decrease \$350. Total amount received from all sources was \$88,363—increase, 5,093.

3. *Expenditure*—For payments of teachers, \$51,144—increase, \$1,837; for maps, prize books and libraries, \$2,432—increase, \$90; for other School purposes, \$34,786—increase, \$3,165.

4. *Pupils.*—The number of pupils reported as attending the Separate Schools was 22,786—increase, 713. Average attendance 11,850—increase, 727.

5. The whole *number of teachers* employed in the Separate Schools was 278—increase, 9; male teachers, 92—increase, 1; female teachers, 186—increase, 8. Teachers of religious orders, male, 45—increase, 4; female, 63—increase, 10.

6. The same table shows the branches taught in the Separate Schools, and the number of pupils in each branch; also the number of Schools using maps, apparatus and black-boards.

General Remarks.—1. It is proper for me again to repeat the remark, that the Public Schools of Ontario are non-denominational. Equal protection is secured to, and enjoyed by, every religious persuasion. No child is compelled to receive religious instruction, or attend any religious exercise or reading, against the wishes of his parents or guardians, expressed in writing. I have known of no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with religious rights so fully secured by law.

2. According to the returns of the religious denominations of teachers, as given in Table D and noted previously, the number of Roman Catholic teachers of the Public Schools is 692, of whom 278 only are teachers in the Separate Schools. There were, therefore, 414 (increase during the year, 8) Roman Catholic teachers employed in the non-denominational Public Schools—an illustrative proof of the absence of exclusiveness in the local as well as executive administration of the School System. I may also observe, that according to the Inspectors' Returns for 1874, there were 511,603 children in Ontario between the ages of 5 and 16. Of course, according to the proportion of Roman Catholic population, at least 75,000 must be assumed to be the children of Roman Catholic parents. Of these 75,000 Roman Catholic children, only 22,786 (not one-third of the R. C. School population) attend the Separate Schools; the other two-thirds (allowing even 10,000 as not attending any School) attend the Public Schools, in which no less than 414 Roman Catholic teachers are employed; and yet not a complaint has been made of even an attempt at proselytism or interference with religious rights guaranteed by law.

3. It is gratifying to be able to state that several of these Separate Schools are ad-

mirably managed, and are doing good service in their localities. The law has been fairly and equitably administered to them, and I hear of no complaint from them.

VII.—TABLE G.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS' FEES.

Receipts.—The balances reported from the preceding year (that is, of moneys not paid out by the 31st of December, 1874), were \$12,585—decrease, \$673. The amount received by the High School Boards from Legislative grant for the salaries of teachers, was \$75,553—decrease, \$573. The amount of Legislative Grant apportioned for *maps, prize books*, etc., was \$1,320—decrease, \$16. The amount of *Municipal Grants* in support of High Schools was \$137,801—increase, \$41,150. The amount received for *pupils' fees*, was \$19,022—decrease, \$776. Balances of the preceding year and other sources, \$52,675—increase, \$13,048. Total receipts, \$298,960—increase, 52,159.

Expenditures.—For salaries of masters and teachers, \$179,946—increase, \$14,588 ; for building, rents and repairs, \$63,684—increase, \$30,744 ; for fuel, books and contingencies, \$39,639—increase, \$7,125 ; for maps, prize books, apparatus and libraries, \$3,323—decrease, \$79. Total expenditure for the year 1874, \$286,593—increase, \$52,378. Balances of moneys not paid out at the end of the year, \$12,366—decrease, \$219.

Number of Pupils, 7,871—decrease, 566.

Number of Schools, 108.

VIII.—TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES, AND MISCELLANEOUS INFORMATION.

Table H shows both the subjects taught and the number of pupils in each subject in each of the High Schools, the names, university degree (or certificate) of the Head Masters, and the number of masters employed in each School, &c.

No. of Pupils.—In *English Grammar and Literature*, 7,777 ; in *Composition*, 7,059 ; in *Reading, Dictation and Elocution*, 7,802 ; in *Penmanship*, 6,805 ; in *Linear Drawing*, 2,880 ; in *Book-keeping*, 3,320 ; in *Arithmetic*, 7,754 ; in *Algebra*, 6,365 ; in *Geometry*, 4,151 ; in *Logic*, 274 ; in *Trigonometry*, 279 ; in *Mensuration*, 2,918 ; in *History*, 7,033 ; in *Geography*, 7,461 ; in *Natural Philosophy*, 2,097 ; in *Chemistry*, 2,012 ; in *Natural History*, 2,256 ; in *Physiology*, 2,124 ; in *French*, 3,111 ; in *German*, 462 ; in *Latin*, 3,942 ; in *Greek*, 898 ; in *Gymnastics and Drill*, 533.

Of the School-houses, 65 were of brick, 23 stone, 18 frame and 1 concrete ; 18 were rented or leased, the remainder freehold. Galt has the finest play ground of any of the High Schools—it consists of 7 acres ; Lindsay and Metcalfe, 6 acres ; London, 5 acres ; Barrie and Guelph, 4 acres. The other play grounds vary in size, the smallest being only $\frac{1}{8}$ of an acre—or one fourth of the minimum size required of the smallest Public School. The estimated value of each School-house and site varies from \$35,000 and \$25,000 (Toronto and Peterboro') down to \$300 ! (Walkerton.)

66 High Schools were under Union High and Public Schools Boards ; Kingston is the oldest High School in Ontario, dating from 1792 ; Cornwall, 1806 ; Brockville, 1818 ; Niagara, 1828 ; St. Catharines, 1828. 1,872 maps were used in the 108 High Schools ; 63 Schools use the Bible ; in 100 there were daily prayers ; 99 pupils matriculated at some University during 1874 ; 544 pupils entered mercantile life ; 319 adopted agriculture as a pursuit ; 321 joined the learned professions ; 631 went to other occupations. The number of masters engaged was 248, nearly all the Schools having now additional masters, a great improvement on the old system, when a great majority of the Schools were content with the services of but one master. This great defect is now remedied, and the High Schools will be in a position to do more justice than formerly to the pupils who attend them.

I shall revert to the subject of High Schools in a subsequent part of this report. In the meantime I would refer to the report to me of the able Inspectors, Messrs. McLellan Buchan and Marling, in Appendix A.

In regard to the establishment of new High Schools, the Department has not encouraged their multiplication, unless it could be shown that their existence in the locality

desiring them was a necessity, and that their proper standing and character could be maintained. With this view, the following conditions were laid down by the Department for establishing both High Schools and Collegiate Institutes :—

“The new School Law provides for the establishment and maintenance of three classes of superior English or Classical Schools, viz. :—

“I. HIGH SCHOOLS for teaching Classical and English subjects—in which boys and girls may be instructed together or separately.

“II. HIGH SCHOOLS in which boys and girls may be instructed in English subjects alone.

“III. COLLEGIATE INSTITUTES, for giving instruction in Classical and English subjects, in which there shall be an average daily attendance of at least sixty boys in Greek and Latin.

“CONDITIONS FOR ESTABLISHING HIGH SCHOOLS.

“Parties wishing to have a High School for either class in their locality, authorized by His Excellency the Lieutenant-Governor in Council, are requested to furnish the Education Department with the following information :—

“1. The distance of the proposed High School from the nearest adjoining High Schools.

“2. The population of the town or village municipality in which it is proposed to place the High School.

“3. The boundaries of the proposed new High School District as fixed by the County Council (with copy of the proceedings of Council in the case).

“4. The amount of taxable property in such High School District.

“5. The description of the proposed High School building, as regards—

“(a) Its situation ; the extent of its site ; size of play ground ; and extent of outward conveniences, &c.

“(b) Size, site and description of the proposed building ; number of class-rooms devoted to teaching ; room for teacher ; hat, cloak, map and book presses, &c.

“6. Written guarantee must be given to the Department by responsible parties (1) that a suitable building distinct from the Public School-house (or if in the Public School building, on a separate flat, or in a separate wing), will be provided : (2) that at least two competent teachers shall be employed in the proposed High School, and that no preparatory department will be introduced except in the manner provided by law.”

In addition to these precautions, one of the inspectors, at my request, visits the locality desiring a School, and reports to me fully on the subject of its wants and capabilities.

“CONDITIONS FOR ESTABLISHING COLLEGIATE INSTITUTES.

“Trustees of High Schools who desire to have the title of COLLEGIATE INSTITUTE conferred upon their School by the Lieutenant-Governor, are requested to furnish the Education Department with the following information :—

“1. The name and designation of each master employed in the School, and the number of his teaching hours per day.

“2. The name and designation of each assistant teacher (if any), and the number of his teaching hours per day.

“3. The aggregate attendance of boys studying Latin or Greek during the whole of the previous civil year, and during the two terms of the School preceding the application.

“4. The daily average attendance of boys in Latin and Greek during the periods named.

“5. The income from all local sources during the preceding civil year.

“6. The description of the proposed Collegiate Institute building, as regards—

“(a) Its situation and extent of its site ; description and size of the building ; and its state of repair.

“(b) The number of rooms devoted to teaching purposes in it ; and their sizes.

"(c) Description of apparatus for illustrating natural philosophy and chemistry; number and description of maps, number of volumes in library (if any).

"(d) Size of playground and extent of outside conveniences, &c.

"7. A written guarantee must be given by the trustees that no preparatory department or classes will be introduced except in the manner provided by law, and that the requirements of the Act and Regulations in regard to Collegiate Institutes will be fully complied with."

The same steps are taken by a visit of the inspector as in the case of High Schools.

COLLEGIATE INSTITUTES AUTHORIZED BY THE GOVERNOR.

His Excellency the Lieut.-Governor has been pleased to confer upon the undermentioned High Schools the name and privileges of Collegiate Institutes, in accordance with the provisions of the School Law of Ontario, viz :

1. GALT. 2. HAMILTON. 3. PETERBORO'. 4. COBOURG. 5. KINGSTON. 6. ST. CATHARINES. 7. OTTAWA. 8. TORONTO.

IX.—TABLE I.—METEOROLOGICAL OBSERVATIONS.

Of late years the practical value of the science of Meteorology, as I intimated previously, has been recognised by all civilized governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the laws which control atmospheric phenomena. The signal office at Washington, and the extension of the system in this Dominion under the direction of Professor Kingston, exhibit fresh evidence of the practical value of Meteorological observations. The daily weather reports and the "probabilities" founded on the observations, have been most valuable, instructive and interesting. The system of "drum signals" is now established on the Canadian coasts, both of the Atlantic, and of our Lakes, and, under the good providence of God, has been the means of averting great destruction of life and property. The International Meteorological Congress held at Vienna in 1873, discussed and approved of a system by which a strictly simultaneous daily reading of the instruments is recorded at stations throughout the world. The Washington office has recently issued a bulletin, with a map exhibiting the stations of the Northern Hemisphere which are co-operating. These comprise 127 stations in America and the adjacent islands, 145 in Europe, 17 in Africa and 16 in Asia. It is stated by General Meyer, the chief signal officer, that the object in view is "to render practicable the preparation of a daily weather map which may embrace within its limits the whole Northern Hemisphere and permit a study of atmospheric movements which, not limited to any one continent or sea, may enable storms and disturbances to be traced from wherever they rise, through their course till they disappear. The limits of any one continent are too small to allow the proper study of the atmosphere which, surrounding the earth, revolves in its whole extent with it once in twenty-four hours. The observations on the bulletin are taken daily and everywhere at the same instant of physical time. For instance, when the observers at New-York and San Francisco are reading their instruments daily, it may be safely assumed those in Siberia or the Pacific, the West Indies or Northern Canada, are at that moment also reading theirs. The readings reported are thus simultaneous and valuable. The bulletin is inexpensive, the readings being taken in every country by the observers of that country and forwarded by mail to Washington, in packages, on the fifteenth and last day of each month; the United States observations being sent as an equivalent. The most distinguished meteorologists in the world have approved the undertaking."

The returns published under the authority of the Parliament of Canada evince the gradual progress being made in the establishment of a complete Meteorological system for the Dominion, which cannot fail to be of great service to the cause of science and to the great agricultural as well as the maritime interests of the country.

The High School system of Ontario secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of observations, and the law authorizes the establishment and maintenance of a limited number of stations, selected by the Council of Public Instruction, with the approval of His Excel-

lency the Lieutenant Governor, at which daily observations are taken of barometric pressure, temperature of the air, tension of vapour, humidity of the air, direction and velocity of the wind, amount of cloudiness, rain, snow, auroras, and other meteoric phenomena. The observations are taken at 7 a. m., 1 p. m., and 9 p. m. The instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education office monthly, in addition to a weekly report of certain observations, which is prepared for publication in any local newspaper the observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the observers' reports, after strict examination, are arranged and preserved for further investigation.

In my Report of 1867, the results of most of the observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the observers are omitted.

I have pleasure in adding that the observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the climatology of the Province are rapidly accumulating.

X.—TABLE K.—NORMAL AND MODEL SCHOOLS.

During 1874, 181 students obtained Provincial Normal School Certificates, 73 of these were male, and 108 female students. The great practical value of the instruction given to the students of the Normal School by the Rev. Dr. Davies, the Principal, Dr. Carlyle and Mr. Kirkland, fully sustain the high reputation which the Institution has acquired throughout the country. The whole system has been of late years brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other establishment of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the entrance examination (which is always in writing) has been made increasingly severe. 147 of those admitted have been teachers. The establishment of the third mastership, with a view to give greater prominence to the subject of Natural Science, has had a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools, as required by the new School Act. The newly enlarged buildings for the Model Schools have greatly added to the practical character and efficiency of these Schools of practice in the Normal School course.

Of late years I have felt so impressed with the importance of increased facilities for Normal School training that I have suggested the advisability of establishing additional Normal Schools. I am glad that the subject has not been lost sight of, but that my suggestions will likely be carried out, and possibly two Normal Schools, in addition to the new one at Ottawa, may soon be established.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal School, attendance of teachers in training, certificates, and other particulars respecting them during the twenty-five years' existence of the Normal School; the second abstract gives the counties whence the students have come; and the third gives the religious persuasions of these students.

Table K shows that of the 7,367 admitted to the Normal School (out of 8,095 applications) 3,412 of them had been teachers; and of those admitted, 3,703 were males, and 3,664 were females. Of the 3,703 male candidates admitted, 2,447 of them had been teachers; of the 3,664 female candidates admitted, 1,112 of them had been teachers. The number admitted the first session of 1874 was 185; the second session, 152; total, 337. Of the whole number admitted, 141 were males, and 196 females. Of the male students admitted, 85 had been teachers; of the female students admitted, 62 had been teachers.

XI.—TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

The Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must therefore be referred to in order to form an approximate idea of the state and progress of education throughout the Province. Table L.

contains an abstract of the information collected respecting these institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges (several of them possessing University powers), with 2,700 students; 280 Academies and Private Schools, with 8,443 pupils, which are kept open 10 months, and employ 538 teachers. Total students and pupils, 11,143.

XII.—TABLE M.—FREE PUBLIC LIBRARIES.

1. The amount expended in library books during 1874, was \$2,668, of which one-half has been provided from local sources. The number of volumes supplied was 7,167.

2. The value of Public Free Libraries furnished to the end of 1874 was \$152,419—The *number of Libraries*, exclusive of subdivisions, 1,334—*increase* 51. The *number of volumes* in these libraries was 266,046—*increase* 7,167.

3. *Sunday School Libraries* reported, 2,696. The *number of volumes* in these libraries was 374,327.

4. *Other Public Libraries* reported, 193. The *number of volumes* in these libraries was 142,732.

5. *The total number of Public Libraries* in Ontario, 4,223. The *total number of volumes* in these libraries, 783,105.

6. *Number and classification of public libraries and prize books which have been sent out from the Depository of the Department from 1853 to 1874 inclusive.* The Total number of volumes for *Public Free Libraries* sent out, 266,046. The classification of these books is as follows:—*History*, 45,664; *Zoology and Physiology*, 16,013; *Botany*, 2,931; *Phenomena*, 6,455; *Physical Science*, 5,048; *Geology*, 2,328; *Natural Philosophy and Manufactures*, 13,722; *Chemistry*, 2,403; *Practical Agriculture*, 10,187; *Literature*, 25,237; *Voyages*, 23,931; *Biography*, 30,181; *Tales and Sketches*, *Practical Life*, 75,413; *Fiction*, 2,399; *Teachers' Library*, 4,134. Total number of *Prize Books* sent out, 766,645. *Grand Total* of library and prize books (including, but not included in the above, 20,362 volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources) 1,053,053.

7. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these libraries are managed by Local Municipal Councils and School trustees (chiefly by the latter), under regulations prepared according to law by the Council of Public Instruction. The books are procured by the Education Department, from publishers both in Europe and America, at as low prices for cash as possible, and a carefully prepared classified catalogue of about 4,000 works (which have been approved by the Council of Public Instruction) is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive catalogue, the local municipal and school authorities desirous of establishing and increasing a library, select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the books at prices about from twenty-five to thirty-five per cent. cheaper than the ordinary retail prices, but an apportionment in books of 100 per cent. upon the amount which they provide for the purchase of such books. None of these works are disposed of to any private parties, except Teachers and School Inspectors, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly, new and useful books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

XIII.—TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended in supplying maps, apparatus, and prize books for the Schools, was \$44,631; increase, \$1,728. The one-half of this sum was provided voluntarily from local sources; in all cases the books or articles are applied for, and fifty per cent. of the value paid for by the parties concerned before being sent. The number of

Maps of the World sent out was 335 ; of Europe, 443 ; of Asia, 332 ; of Africa, 320 ; of America, 426 ; of British North America, and Canada, 716 ; of Great Britain and Ireland, 221 ; of Single Hemispheres, 266 ; of Scriptural and Classical, 137 ; of other charts and maps, 603 ; of globes, 231 ; of sets of apparatus, 107 ; of other pieces of school apparatus, 1,822 ; of Historical and other lessons, in sheets, 26,813. Number of *Prize Books*, 67,498.

2. It may be proper to repeat that the map, apparatus, and prize book branch of the School System was not established till 1855. From that time to the end of 1874, the amount expended for maps, apparatus, and prize books (not including Public Libraries), was \$452,919, one-half of which has been provided from local sources, from which all applications have been made. The number of maps of the *World* furnished is 3,742 ; of *Europe*, 5,475 ; of *Asia*, 4,385 ; of *Africa*, 4,023 ; of *America*, 4,754 ; of *British North America and Canada*, 5,721 ; of *Great Britain and Ireland*, 4,556 ; of *Single Hemispheres*, 3,655 ; of *Classical and Scriptural Maps*, 3,247 ; *other Maps and Charts*, 7,855 ; *Globes*, 2,785 ; *sets of apparatus*, 701 ; single articles of school apparatus, 21,765 ; *Historical and other lessons in sheets*, 252,462 ; *Volumes of Prize Books*, 766,645.

3. I also repeat the following explanation of the Department :—

The maps, globes, and various articles of School apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Ontario, and at lower prices than imported articles of the same kind have been heretofore obtained. The globes and maps manufactured (even the material) in Ontario contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral frames, geometrical powers, &c., &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School authorities all over the country.

The following tables will also be found of much interest in connection with this part of our School System.

(1) TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEARS 1851 TO 1874, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize & School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851.....			1,414	1,414
1852.....			2,981	2,981
1853.....			4,233	4,233
1854.....	51,376		5,514	56,890
1855.....	9,947	4,655	4,389	18,991
1856.....	7,205	9,320	5,726	22,251
1857.....	16,200	18,118	6,452	40,770
1858.....	3,982	11,810	6,972	22,764
1859.....	5,805	11,905	6,679	24,389
1860.....	5,289	16,832	5,416	27,537
1861.....	4,084	16,251	4,894	25,229
1862.....	3,273	16,194	4,844	24,311
1863.....	4,022	15,887	3,461	23,370
1864.....	1,931	17,260	4,454	23,645
1865.....	2,400	20,224	3,818	26,442
1866.....	4,375	27,114	4,172	35,661
1867.....	3,404	28,270	7,419	39,093
1868.....	4,420	25,923	4,793	35,136
1869.....	4,655	24,475	5,678	34,808
1870.....	3,396	28,810	6,175	38,381
1871.....	3,300	30,076	8,138	41,514
1872.....	4,421	42,265	10,481	57,167
1873.....	3,834	42,902	7,010	53,746
1874.....	5,337	44,631	8,547	58,515

(2) BOOKS IMPORTS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books (not Maps or School Apparatus) imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
	Dollars.	Dollars.	Dollars.	Dollars.
1850.....	101,880	141,700	243,580	84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
½ of 1864.....	93,308	127,233	220,541	4,668
1864-1865 ...	189,386	200,304	389,690	9,522
1865-1866 ...	222,559	247,749	470,308	14,749
1866-1867 ...	233,837	273,615	507,452	20,743
1867-1868 ...	224,582	254,048	478,630	12,374
1868-1869 ...	278,914	373,758	652,672	11,874
1869-1870 ...	220,371	351,171	571,542	13,019
1870-1871 ...	146,435	411,518	557,953	13,078
1871-1872 ...	212,644	477,581	690,225	20,315
1872-1873 ...	221,978	540,143	762,121	16,597
1873-1874 ...	246,926	530,434	777,360	16,789

(3). THE GENERAL QUESTION PRACTICALLY DISCUSSED.

In every country the interests of education, at least in its elementary organization, are committed to the care and oversight of some department of Government. Experience proves the necessity of doing so. But, it may be asked: "What is expected of such a department in its administration of the system?" "Is it the merely perfunctory duty of keeping a certain statutory machinery in motion, receiving formal reports, and making the same in return, which is expected? Or is it the dealing with the great interest of popular education as if it were the nation's life blood, every pulsation of which indicated a healthy, vigorous growth of intellectual and moral life; or the torpidity of bare existence, maintained at large cost, but producing little fruit and no satisfactory returns?" The prevention of this latter, and the promotion of the former are, we think, the true objects for which popular education is especially entrusted to the care and oversight of a responsible public department. If it be so, the question then is, "How can this be the best accomplished, and in what light should the Schools be regarded and treated, so as to bring about the best possible results?" whether as the joint property of the state and people, their interests should be paramount to private interests, or should they be treated merely as institutions that should be made to subserve the interests of the trades and professions, whether it be of booksellers or of private schools, or institutions for the training of School-masters.

(4) PRACTICE AND OPINIONS OF AMERICAN EDUCATIONISTS IN REGARD TO A DEPOSITORY.

The Commissioner of Public Schools in the State of Rhode Island, in discussing the question of School libraries in his report, thus remarks:

"The plan of providing such district School libraries, adopted by the Parliament of Canada West, is undoubtedly the wisest that has yet been acted upon." It is in short this:—The Parliament by vote appropriated a specific sum to purchase a suitable number of books, charts, and articles of apparatus for Schools and School libraries. This sum was expended under the direction of the Superintendent of Public Education, and a large Depository of excellent and select books for the reading of youth and older persons was made at the Office of Education. Whenever any School district or municipality wishes to form a library, it may send to the office of the General Superintendent a sum not less than five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such books to the district as may, by a committee or otherwise, have been selected from the printed catalogue of the Depository. Thus the books that go into libraries are books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them; the libraries purchase them at the wholesale price, and, of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the booksellers for themselves, and at the same time they are stimulated to do something for themselves, as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

In my *Special Report* to the Legislature in 1858, in regard to the State of New York, I said:—

"The unsatisfactory working and declining state of the Public School library system in the State of New York, as detailed in a preceding page, is a sufficient illustration of the fruits of what is demanded by the bookselling assailants of our public library system, in a country where the private book trade is much more extended in its supplies and operations than in Upper Canada.

"Whether, therefore, our system of providing public libraries, as well as maps, globes and other School apparatus, be considered in regard to the higher or lower grounds above stated, the conclusion is that which was expressed by the President of the American Association for the Advancement of Education, at a late anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The report says: 'The President made some remarks on the difficulty in the United States of procuring proper libraries for Schools, keeping out bad books and procuring good ones at

reasonable rates, *and he strongly recommended* the system adopted by the Education Department at Toronto, Canada West."

Examples of the practice in the States, and in Nova Scotia, Australia, &c. (which are in the main similar to that in our own Province), will be found on pages 40 and 43 of the *Special Report* just quoted, and pages 100 and 101 of the *Journal of Education* for June, 1867.

(5) CAUTIONS AND WARNINGS OF AMERICAN EDUCATIONISTS.

We have already cited the opinion of two prominent American authorities in favour of the Depository system adopted in this Province. In the *Journal of Education* for June, 1867, will be found regulations similar in effect to those in this Province, which have been adopted in Michigan, Maryland, Nova Scotia and Australia.

We will now quote the following extracts from the Report of the Superintendent of Public Instruction for the State of Michigan on this subject. He says (after speaking of some other difficulties in carrying out their library system):

"But a worse evil grew up in the systematic plans of peddlers to palm upon the libraries a mass of cheap, trashy and often pernicious literature. One or two wealthy booksellers kept their peddling agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few libraries were well selected and well kept; but so valueless for the public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change." See an illustration of the existence of this pernicious system of peddling in our Province, given in the *Globe's Book Trade Review* for 1862.*

These "wealthy" and other "booksellers" here mentioned were determined, however, not to permit their "trade" to be interfered with by State authority, and their next course of action in the interest of the "trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools:—

"CAUTION.—School Officers are especially cautioned against travelling book peddlers, who pretending to be agents of the State contractors, or asserting that they will sell cheaper than the contract prices, palm on to the libraries inferior and cheap editions of the works selected, or of worthless books in their places, and in common and frail bindings.

"Every book on this list is contracted for at considerably less than the publisher's retail price for the same in common binding, while the binding provided for by the contract is much more expensive, as well as durable binding, than ordinary cloth or even sheep binding.

"No book peddler can furnish these books in equally good editions, and in equal binding, for the prices given in this circular.

* * * * *

"It is hoped that this simple and easy method of supplying the libraries with books will commend itself to the good sense of the people, and will induce a more liberal support of these valuable agencies of popular education. It would be difficult to devise a more simple plan. It is like bringing a large book store home to each district. A large list of good books—more than twice as large as any book store in the state can show—has been selected, with the aid of some of the best men in the State.

* * * * *

"All orders for books and stationery must be sent to the State Superintendent through the Secretary of the Board of School Commissioners, the Secretary keeping an account of the same," &c.

C. S. Stebbins, Esq., in his *Educational Needs of Michigan*, published in 1869, says: "The founders of our School system thought libraries indispensable to furnish reading to the young. *We do not need them now so much to furnish reading as to secure the proper kind of reading.* This, our present, law would do but for *one fatal defect*—a defect as fatal

*In the *Globe Newspaper* "Trade Review" for 1862, the writer states that "for years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding have been hawked into every nook of the Province by a migratory tribe of itinerant peddlers."

as would be the omission of the connecting rod in a locomotive. * * * And what kind of books were they ? Some good ones, doubtless ; but generally it were better to sow oats in the dust that covered them than to give them to the young to read. Every year, soon after the taxes were collected, the State swarmed with peddlers with all the unsalable books of Eastern houses—the sensational novels of all ages, tales of piracies, murders and love intrigues—the yellow-covered literature of the world.”

In the State of New York the library system has, under the pernicious efforts of itinerant vendors, as just pointed out, greatly declined. The New York *Teacher* thus gives some of the reasons for this decline :

“The Trustees refuse to be troubled with the care of the library, thus consigning it to an unfavourable location in the Section, and often hide it in some dark corner of the garret, or stow it into some out-buildings where its only visitors are rats, mice and spiders. They exercise a low and pernicious taste in the selection of books. *Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled publishers, and the dry, uninstructional matter of some cheap old book*, usurp the place of the instructive, and elevating, the refining, the progressive issues of reputable publishing houses. They seem to regard it as a great evil that they cannot divert this sacred fund from its appropriate channel. Almost daily applications are made to the State Superintendent for permission to apply the library money to the payment of Teachers’ wages, and that, too, when the Section is destitute of many useful items of apparatus ; sometimes even of a globe and black board.”

(6) STEPS TAKEN BY THE EDUCATION DEPARTMENT FOR ONTARIO TO SUPPLY OUR SCHOOLS WITH CHEAP AND USEFUL BOOKS, MAPS AND APPARATUS, &C.

It now remains for us to state what are the steps which have been taken by the Ontario Department to supply the Schools with prize and library books, maps and apparatus. In 1850 and 1851, I went to England and the United States, and made special and advantageous arrangements with publishers there to furnish the Department with such books, &c., as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading publishers personally on the subject, which he did, and made arrangements with about fifty publishers. From his Report to me on the result of his mission, I make the following extracts. He says : “Upon enquiry I found that none of our old publishers were disposed to offer better terms than I had been enabled to make with them some years ago. The new publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. With several of the publishers I had some little difficulty, when I first called, to induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two or three exceptions, to agree to an additional discount for cash of $2\frac{1}{2}$, 5, $7\frac{1}{2}$, or ten per cent. (as the case might be) over and above their former rates of discount to the Department. Five per cent was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, viz. :—7 as $6\frac{1}{2}$, 13 as 12, 26 as 24. This additional discount will be quite sufficient to pay the customs duty which has recently been imposed upon books coming into the Province, and thus enable the Department to supply the Schools with a very greatly increased variety of books at the old rate, viz. : on an average, currency for sterling prices *i. e.* 20 cents for the shilling sterling.”

These arrangements for the purchase of books, &c., having been explained to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the books are supplied to the Schools, the Committee reported to the House upon the facts, as follows :

“Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are *satisfactory and well fitted for securing the same on the most favourable terms. The mode of disposing of the books is equally satisfactory.*”

XIV.—TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF PUBLIC SCHOOLS.

1. This table shows the age and service of each Public School pensioner in Ontario up to the close of 1874 and the amount which he receives. The system, according to which aid is given to worn-out Public School teachers, is as follows:—in 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 and then to \$6,000; on the adoption of the system of compulsory subscriptions, which increased the revenue to \$11,800, for 1873 the vote was again increased, and for 1874 is \$23,100, in aid of superannuated or worn-out Public School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught school in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at the rate of \$5 for that year in order to be entitled to share in the fund when worn out. The Legislative Grant is now sufficient to pay each pensioner the full amount permitted by law, and it is divided among the claimants according to the number of years each one has taught.

2. It appears from the Table that 335 have been admitted to receive aid, of whom 146 have died, have not been heard from, have resumed teaching, or have withdrawn from the fund before or during the year 1874, the amount of their subscriptions having been returned to them.

3. The average age of the pensioners in 1874 was 65 years; the average length of time of service in Ontario was 22 years. No time is allowed applicants except that which has been spent in teaching a Public School in Ontario; though their having taught Schools many years in England, Ireland, Scotland, or the British Provinces, has induced the Council in some instances, to admit applicants to the lists of worn-out Public School teachers after teaching only a few years in this Province, which would not have been done had the candidate taught altogether only a few years of his life.

OFFICIAL REGULATIONS IN REGARD TO THE SUPERANNUATION FUND.

4. The regulations for the administration of the Superannuated Teachers' Fund, adopted by the Council of Public Instruction, are as follows:

(1.) Teachers who become superannuated or worn-out, on or *before* the first day of January, 1854, and who produce the proofs required by law, of character and service as such, may share in this Fund according to the number of years they have respectively taught a Public School in Ontario by depositing with the Chief Superintendent of Education the preliminary subscriptions to the fund required by law.

(2.) Every teacher engaged in teaching *since* 1854, in order to be entitled, when he shall have become superannuated or worn-out, to share in this Fund, must have contributed to it at the rate of five dollars per annum for each year, from the time when he began to teach up to the time of his first annual subscription of four dollars (as required by the statute), for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears or otherwise, can be received from those who have ceased to teach [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars*].

(3.) No teacher shall be eligible to receive a pension from this Fund, who shall not have become disabled for further service, while teaching a Public School, or who shall not have been worn out in the work of a Public School teacher.

(4.) All applications must be accompanied with the requisite certificates and proofs

* With respect to the arrears of subscription, it is to be observed that they can be paid at any time while the teacher is still engaged in that capacity, not after he has ceased. No payment is required for any year during which the teacher was not employed, or for any year prior to 1854, even if the teacher was teaching before that time.

It is further to be remembered that payment of the arrears is not *obligatory*, but is to the interest of the teacher, as the years (from 1854,) for which there has been no subscription, will not be reckoned in making up the time of service for the pension.

In no case are subscriptions required except for the years of teaching, for which a pension will be earned.

according to the prescribed forms and instructions. No certificate in favour of an applicant should be signed by any teacher already admitted as a pensioner on the Fund.

(5.) In case the Fund shall at any time not be sufficient to pay the several claimants the highest sum permitted by law, the income shall be equitably divided among them, according to their respective periods of service.

(6.) Communications and subscriptions in connection with this Fund, are to be sent to the Chief Superintendent of Education.

EXTRACTS FROM THE SCHOOL LAW.

* * "On the decease of any teacher, his wife, her husband or other legal representative, shall be entitled to receive back the full amount paid into the superannuation fund by such teacher, with interest at the rate of seven per cent, per annum."

* * "Any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums paid in by him or her to the Fund" (through the Public School Inspector or otherwise).

XV.—TABLE P.—EDUCATIONAL SUMMARY.

This table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1874, was 5,165—increase, 41; the whole number of students and pupils attending them was 483,861—increase, 3,182; the total amount expended for all educational purposes was \$3,587,951—increase \$329,826; total amount available for educational purposes \$3,974,256—increase, \$340,706.

XVI.—TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1874, INCLUSIVE.

This most important table is highly suggestive, as it is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions; in attendance upon them; and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items, as example. In 1842, the number of Public Schools was only 1,721. In 1851, this had increased to 3,001; and in 1874, to 4,758; and the number of pupils attending them from 168,159 in 1851, to 464,047 in 1874. The amount paid for the support of Public Schools has been increased from \$468,644 in 1851, to \$2,865,332 in 1874 (not including balances not paid at the date of the local reports,) including the amount paid for the purchase, erection, repairs of School-houses and for other purposes, of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, and \$77,336 in 1851, but which in 1874 amounted to \$1,217,582, making the aggregate actually paid for Public Schools purposes in 1874, with the balances available and not paid out at the date of the local reports, \$3,239,271. These facts will be more clearly seen from the following table, in addition to which may be added the Normal and Model Schools, the system of uniform text-books, maps, globes, apparatus (of domestic manufacture), prize books and public libraries:

REPORT FOR THE YEAR.	1850.	1851.	1850.	1851.	1855.	1856.	1857.	1858.	1859.	1870.	1871.	1872.	1873.	1874
No. of Public Schools reported.....	3059	3001	3969	4019	4303	4379	4422	4480	4524	4566	4598	4661	4732	4758
Amount paid for Public School Teachers' salaries	353716	391308	895591	918113	1041052	1066880	1093516	1146543	1175166	1222681	1191476	1371594	1520123	1647750
Amount paid for erection, repairs of School-house, fuel and contingencies.....	56756	77336	264183	273305	314827	320353	379672	441891	449730	489380	611819	835770	1084403	1217582
Balance forward each year	24016	16893	164498	189861	189121	226738	197147	200898	202530	232203	321176	322906	362839	373939
Total amount available each year....	434488	485537	1324272	1381279	1546000	1607971	1670335	1789332	1857426	1944364	2124471	2530270	2967365	3239271

XVII. THE EDUCATIONAL MUSEUM.

This fourth branch of the Education Department is probably the most attractive, as it is both suggestive and instructive. The other three branches are : (1.) The department proper for the administration of the laws relative to the Public and High Schools. (2.) The Normal School for the training of skilled teachers. (3.) The Depository for the supply of maps, apparatus and prize and School books.

Nothing is more important than that such an establishment, designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

PRINCIPAL CONTENTS OF THE EDUCATIONAL MUSEUM.

The Museum consists of a collection of School apparatus for Public and High Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal Museums in Europe, including the busts of several of the most celebrated characters in English and French history, also, copies of some of the works of the great masters in Dutch, Flemish, Spanish, and especially of the Italian Schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that “the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is at the same time strongly expressed that as “people of taste going to Italy constantly bring home beautiful copies of beautiful originals,” it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be able to see, in the form of an accurate copy, some of the works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Education Grants, for the purpose of improving School architecture and appliances, and to promote art, science and literature, by the means of models, objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears from successive reports, to be exerting a very salutary influence, while the School of Art,

connected with it is imparting instruction to hundreds in drawing, painting, modelling, &c., &c..

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The more recent additions to the Museum may be referred to under the following heads:—

I.—ASSYRIAN AND EGYPTIAN SCULPTURE.

Of the exceedingly valuable collection of sculptures with which Mr. Layard's explorations at Nineveh have enriched the British Museum, we have several of the most interesting casts authorized by the Museum. This selection includes, I. A colossal, human headed, winged bull; II. A four winged figure with mace; III. Slabs representing (1) Sardanapalus I., with winged human figure and offerings, (2) the eagle headed deity (Nis-roch) with mystic offerings, beside the sacred tree, (3) an attendant (eunuch) with bow and arrows, &c., (4) Sardanapalus and army besieging a city, (5) a royal lion hunt, (6) Sardanapalus II. at an altar pouring a libation over dead lions, (7) Sardanapalus III., and his Queen feasting after the lion hunt, (8) a very striking slab representing a wounded lioness, (9-11) horses, lions, male and female figures; IV. Black obelisk from the great mound set up by Shalmaneser (King of Assyria,) about 850 years B. C. I also procured V. Two most interesting stones (recently added to the British Museum collection,) containing records, in cuneiform character, &c., of the sale of land, about 1120 B. C.; VI. Large statue of Memnon; VII. Lid of large sarcophagus; VIII. Side of an obelisk from Temple of Thoth (from Cairo); IX. Rosetta stone, with inscription in honour of Ptolemy.

2.—CASTS OF GEMS, MEDALS, &c.

(1) A beautiful set of (470) casts of the celebrated Poniatowski gems. (A similar collection is in the Ashmolean Museum, at Oxford.) (2) A set of 170 medals, illustrative of Roman History, the Emperors, &c., (3) a collection of medals of the Popes; (4) A set of the great seals of England; (5) 38 medals of the Kings of England; (6) 80 of the Kings &c., France; (7) 24 of Roman Emperors, &c.; (8) 250 modern celebrated men; (9) besides numerous casts of medallions, Tazza, pieces of armour, &c., &c.; (10) a beautiful collection of casts of leaves, fruit, &c.; (11) about 60 busts, life size, of noted modern characters, &c.

3.—IVORY CARVINGS, CHROMO-LITHOGRAPHS, PHOTOGRAPHS.

From the collection of the Arundel Society, published in connection with the South Kensington Museum, have been procured, (1) a full set of 150 specimens ivory carvings, of various periods from the second to the sixteenth century, in fictile ivory; (2) 60 chromo-lithographs, beautifully coloured, illustrating Italian art; (3) 573 photographs of National portraits, illustrative of English history, including the Tudor period; (4) 400 miscellaneous photographs of objects of art, scenes, &c.; (5) 170 engravings of modern sculpture.

4.—ELECTROTYPES OF ART TREASURES.

Of the rich and beautiful collection of Elkington and Franchi's electrotypes of art treasures in the South Kensington collection, we have only a small collection, owing to the expense of the copies for sale.

5.—FOOD ANALYSIS.

We were enabled to procure from the authorities of the South Kensington Museum a full set of the printed labels of the numerous samples of Food Analysis exhibited in the

Museum. We have specimens of the Analysis boxes with glass covers, so as to enable us to form a similar collection, on a smaller scale, for our own Museum. This collection, when made, will form a most interesting and instructive study for the farmer and food consumers.

6.—INDIA RUBBER MANUFACTURES.

Through the kindness of Messrs. Macintosh & Co., the eminent India Rubber Manufacturers of Manchester, we obtained several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

7.—NAVAL MODELS.

Beautiful models of war and merchant ships, yachts and boats, including a line of battle ship, steam ram and steam vessels.

8.—MISCELLANEOUS.

Greek, Roman and English Coins, with a few curiosities and specimens of Natural History, &c. Samples of Esquimaux dress, &c.

Some striking photographs of objects and places in India, from the India Office in London, and models from the National Life-Boat Association.

The South Kensington Museum is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of objects of art, and of industrial and practical value, as well as of articles of *virtu* of great historical interest. It is itself the parent institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collections of objects of art which it sends to the local exhibitions of these Schools of Art are most varied and interesting. This, it may well be said, is "object teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the educational authorities in England at present, as it has been for years to some extent on the Continent of Europe. Looking over these large and attractive popular Museums, it is gratifying that we have thus far been enabled, by the liberality of our own Legislature, to keep pace in a humble degree with the great efforts which are now being systematically made in England to popularize science and art. These efforts are not only designed to promote this object, but at the same time they tend to interest and instruct the masses, not only by cultivating the taste, but by gratifying and delighting the eye by means of well-appointed Educational Museums and popular exhibitions.

XVIII.—REPORT OF THE INSPECTORS OF HIGH SCHOOLS.

I beg to direct special attention to the Report of the Inspectors of High Schools, which will be found in Appendix A. The Report of the Inspectors (J. A. McLellan, Esq., LL.D., J. M. Buchan, M.A., and S. Arthur Marling, M.A.,) this year is alike replete with practical remarks and suggestions.

XIX.—EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS.

In all of the most important reports both in Great Britain and the neighbouring States, a large space is devoted to extracts from local reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development, and their efforts and even struggles in the newer parts of the country, to educate their children. I have, therefore, appended (Appendix B) the many excellent remarks which I have received from the Inspectors on the condition and working of our Public Schools.

CONCLUSION.

In concluding this Report for 1874, I may be permitted to note the progress which has been effected in the development of the Public School system, of which I took charge

in 1844. At that time there were 2,706 Public School Teachers; in 1874, there were 5,736—increase, 3,030. In 1844, the amount paid for salaries of Teachers was \$206,856; in 1874, the amount paid for salaries of Teachers, was \$1,647,750—increase, \$1,440,894. In 1844, the total amount raised and expended for Public School purposes, was \$275,000; in 1874, it was \$2,865,332—increase, \$2,590,332. In 1844, the number of pupils in the Public Schools was 96,756; in 1874, the number of pupils in the Public Schools was 464,047—increase, 367,291. In 1844, the number of School-houses was 2,505; in 1874, the number was 4,827—increase, 2,322. The number of *log* School-houses in 1844, was 1,344; in 1874, 1,115—decrease, 229. The number of *frame* School-houses in 1844, was 1,028; in 1874, 2,080—increase, 1,052. The number of *stone* School houses in 1844, was 84; in 1874, 463—increase, 379. The number of *brick* School-houses in 1844, was 49; in 1874, 1169—increase, 1120. These are mere naked figures, which convey no idea of the improved character, furniture and fittings up of the School-houses, the improved character, uniformity, and greater cheapness of the text-books, the introduction of maps, globes, blackboards, &c., in the Schools, the improved character, qualifications and position of teachers and their teaching. In 1844, maps and globes were unknown in the Public Schools; up to 1874; 2,785 globes, and 47,413 maps and charts have been furnished to the Schools—nearly all of which are now manufactured in the country. In 1844, there were no Public School libraries or library books; in 1874, there were 1,334 Public School libraries, containing 266,046 volumes, provided and sent out by the Department. In 1844, there were no prize books distributed as rewards for good conduct, diligence and success in the Schools; up to 1874, 766,645 prize books had been sent out by the Department and distributed in the Schools. In this summary statement, no mention has been made of the Normal Schools and their work, the standard of qualifications and examinations of Teachers, and the improved organization and inspection of the Schools.

In regard to the Grammar or High Schools, the duty was imposed upon me in 1852, of framing and administering the law respecting this important class of our public institutions. The number of these Schools then in existence was 84; the number in 1874, was 108—increase, 24. The number of pupils in 1852, was 2,643; the number of pupils in 1874, was 7,871—increase, 5,228. In 1852, the amount of the Legislative Grant, or Grammar School Fund, was \$20,567; in 1874, it was \$75,553; besides a sum equal to half that amount to be raised by County and City Councils, and corporate powers in Boards of Trustees to provide additional means for the payment of Teachers, and the building and repair of School-houses, many of which are now among the finest School-buildings in the Province. In 1852, the amount paid for salaries of Teachers, was \$38,533; the amount paid for salaries of Teachers in 1874, was \$179,946—increase, \$141,413. In 1852, the Grammar Schools received pupils from their a, b, c upwards; now pupils are only admitted on an entrance examination from the fourth form of the Public Schools, and the High Schools have uniform programmes and text-books, and are under the semi-annual inspection of three able Inspectors.

It is by the co-operation of successive administrations of Government and Parliaments, and the noble exertions of the country at large, that this great work has been developed and advanced to its present state.

This report for 1874, is probably my last Annual Report, though my own personal work in the Department may not close before the end of the current year, 1875.

On retiring from the Department in the seventy-third year of my age, I may address a circular of a few parting words to Municipal Councils, Boards of Trustees and Teachers, by whom I have been so nobly seconded in our country's greatest work, and with whom I have been associated in the most cordial relations one year more than the historical generation of man.

I have the honour to be,

Your Excellency's obedient and humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION,
Toronto, October, 1875.

1874



PART II.

STATISTICAL REPORT.

1874.

TABLE A.—The Public

COUNTIES.	RECEIPTS.				
	For Teachers Salaries, (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry	2965 50	278 68	2526 41	13061 98	2294 77
Stormont	2501 00	61 50	2291 80	17716 67	1852 76
Dundas	2770 00	90 50	2545 72	19745 06	2606 76
Prescott	2577 00	91 76	1366 90	8370 38	3117 76
Russell	1370 00	174 19	1760 70	11569 55	3303 96
Carleton	4607 00	389 90	3873 50	36866 35	7378 03
Grenville	2968 50	123 22	3354 16	18704 27	12524 62
Leeds	4704 00	545 77	3907 24	37303 18	14462 15
Lanark	5125 00	622 48	4066 74	34682 56	9074 73
Renfrew	4052 50	240 95	3404 64	25447 48	6292 73
Frontenac	5102 00	290 00	3785 77	25157 50	9131 56
Lennox and Addington	4009 00	374 04	3859 47	25141 17	10136 82
Prince Edward	2654 00	229 78	2430 14	23496 34	5972 27
Hastings	7123 00	465 87	5741 02	45786 27	12972 59
Northumberland	5401 50	402 64	4613 03	41420 67	13557 50
Durham	4342 00	430 00	3895 46	40257 89	7195 26
Peterborough	4626 50	225 15	2963 89	17956 30	6017 07
Victoria	5620 00	549 86	5289 44	36515 14	15845 08
Haliburton			919 32	3491 96	3974 08
Ontario	6540 00	1107 26	8394 29	50647 61	25292 07
York	8339 00	1085 86	10193 16	78635 25	31495 74
Peel	3527 00	501 40	3103 82	29741 81	20071 41
Simcoe	9917 00	766 91	8078 28	66222 27	20572 28
Halton	2956 00	451 91	2607 02	26640 65	15159 83
Wentworth	4090 00	609 84	3779 00	42989 50	21388 56
Brant	2936 00	401 50	2778 88	26422 55	7847 09
Lincoln	2962 00	249 21	2830 56	25987 13	13773 05
Welland	3592 00	433 43	3206 25	32460 83	12174 57
Haldimand	3669 00	191 40	3170 15	32901 92	12765 66
Norfolk	4478 00	599 41	3986 23	31377 19	10650 91
Oxford	5699 00	661 60	5001 29	52263 20	18199 88
Waterloo	4954 00	392 83	4128 78	47802 95	14887 17
Wellington	8004 50	818 69	8986 71	69461 78	26557 67
Grey	8209 00	906 70	7500 11	66815 87	16448 92
Perth	5554 50	489 00	4887 42	48334 64	13605 06
Huron	9042 00	875 70	10963 54	87073 07	32984 52
Bruce	7735 00	664 95	5984 57	58284 49	34630 94
Middlesex	9328 00	962 73	8548 08	84882 20	21600 97
Elgin	4642 00	456 60	4083 95	42049 01	13055 88
Kent	4963 50	292 15	407 42	38612 59	14861 86
Lambton	4914 00	563 59	4812 60	50870 93	13938 20
Essex	3770 00	347 42	3250 81	32768 73	10246 80
Districts	1263 00	32 08		2500 33	1567 55
Total	204103 00	19448 46	186945 10	1608437 22	571487 09
CITIES.					
Toronto	7077 00	614 74	67707 44		18249 95
Hamilton	3884 00	202 04	37566 72		9028 93
Kingston	1790 00	30 00	14193 90		4525 73
London	2339 00	25 00	22552 63		17893 34
Ottawa	2327 00	385 00	52536 54		38674 70
Total	17417 00	1256 78	194557 25		88372 64

Schools of Ontario.

EXPENDITURE.							
Total Receipts for all Public School Purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Rents and Repairs of School Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Public School Purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
21127 34	11581 19	585 79	637 46	3573 46	1375 44	17753 34	3374 00
24423 73	12815 61	149 73	1039 14	6862 34	1635 95	22502 77	1920 96
27758 04	17484 23	181 00	1199 57	4470 78	1903 18	25238 76	2519 28
15523 80	8798 73	222 77	346 35	2300 95	1377 72	13046 52	2477 28
18178 40	9933 30	516 61	902 39	3411 39	1831 39	16595 08	1583 32
53114 78	29942 83	1006 71	1631 75	9453 52	4084 00	46118 81	6995 97
37674 77	17929 21	246 44	1612 30	9989 86	4460 75	34238 56	3436 21
60922 34	32096 99	1091 54	4408 97	10993 17	5238 64	53829 31	7093 03
53571 51	29309 04	1272 24	2275 62	11566 91	6798 65	51222 46	2349 05
39438 30	25511 37	610 14	1759 42	4830 86	3843 01	36554 80	2883 50
43466 83	23383 32	580 00	3147 06	7451 48	4037 30	38599 16	4867 67
43520 50	24648 05	758 08	2662 40	6051 57	3767 83	37887 93	5632 57
34782 53	23720 28	474 27	1392 53	3083 03	2443 25	31113 36	3669 17
72088 75	38192 44	976 61	4356 84	13514 27	5223 89	62264 05	9824 70
65395 34	37442 70	804 28	3600 89	11241 25	5198 19	58287 31	7108 03
56120 61	35443 83	948 38	3776 78	6042 64	5148 65	51360 28	4760 33
31788 91	19884 23	450 30	1664 60	1860 52	2228 67	26088 32	5700 59
63819 52	32739 54	1179 70	2423 95	15394 54	4658 86	56396 59	7422 93
8385 36	3302 98	121 61	313 71	3869 47	709 79	8317 56	67 80
91981 23	46616 36	2341 94	4554 04	23992 03	8044 47	85548 84	6432 39
130249 01	64197 91	2296 13	8044 80	31250 35	6236 45	112025 64	18223 37
56945 44	26341 22	1002 80	2048 07	16485 18	4083 34	49960 61	6984 83
105556 74	58618 12	1811 97	6352 55	18904 89	7928 72	93616 25	11940 49
47815 41	24348 89	942 86	2451 05	13214 64	4184 81	45142 25	2673 16
72856 90	30677 96	1218 68	2259 94	26297 72	5655 91	66110 21	6746 69
40386 02	20940 59	872 47	2060 34	8217 54	4684 68	36775 62	3610 40
45801 95	23961 83	514 76	2517 60	8441 87	3649 71	39085 77	6716 18
51867 08	27193 98	866 86	2320 64	7831 80	4834 45	43017 73	8819 35
52698 13	26133 30	522 52	2318 30	13168 81	3888 38	46031 31	6666 82
51091 74	29847 59	1198 82	2080 38	4903 01	4382 69	42412 49	8679 25
81824 97	44414 60	1362 65	3397 68	15452 13	6686 00	71313 06	10511 91
72165 73	43916 67	958 83	2672 34	8931 33	6068 03	62547 20	9618 53
113829 35	59596 32	1918 51	4854 71	27230 80	8831 68	102432 02	11397 33
99880 60	57437 72	2024 08	4256 84	15866 74	9311 91	88897 29	10983 31
72870 62	39662 67	1026 25	4096 20	13929 32	5667 91	64382 35	8488 27
140938 83	69052 11	1752 61	5869 15	39117 36	10123 23	125914 46	15024 37
107299 95	48682 30	1499 82	4897 64	29415 31	8131 73	92626 80	14673 15
125321 98	68646 99	2046 68	6382 62	28206 78	8987 89	114270 96	11051 02
64287 44	35762 11	976 30	3283 63	12894 17	5326 63	58242 84	6044 60
62804 35	36394 47	590 35	2695 44	10093 46	5021 37	54795 09	8009 26
75099 32	42593 01	1394 42	2821 25	15744 44	7072 92	69626 04	5473 28
50383 76	27739 54	932 14	1976 86	10959 35	3834 95	45442 84	4940 92
5362 96	2819 66	85 43	294 98	639 00	713 93	4553 00	809 96
2590420 87	1389755 79	42334 08	123658 78	537150 04	209316 95	2302215 64	288205 23
93649 13	37297 14	1229 48	4185 21	37021 96	13897 26	93631 05	18 08
50681 69	26492 65	4556 41	1907 35	6469 83	9892 91	49319 15	1362 54
20539 63	7268 75	60 00	347 00	8028 00	2292 25	17996 00	2543 63
42809 98	10174 04	50 00	2037 59	14331 81	4705 87	31299 31	11510 67
93923 24	19730 00	770 00	3080 47	1587381	14912 84	54367 12	39556 12
301603 67	100962 58	6665 89	11557 62	81725 41	45701 13	246612 63	54991 04

TABLE A.—The Public

TOWNS.	RECEIPTS.				
	For Teachers' Salaries, (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries, (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, Balances and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh	281 00	128 00	2390 00		319 35
Barrie	938 00	30 00	3420 32		125 47
Belleville	1045 00	60 89	9190 23		375 38
Berlin	403 00	10 34	3882 97		2618 66
Bothwell	147 00		1599 00		1370 32
Bowmanville	448 00		3598 81		355 72
Brampton	306 00	29 20	6875 35		42 80
Brantford	1178 00	355 15	8922 73		1834 75
Brockville	772 00	19 00	3790 00		3447 55
Chatham	815 00	99 94	8170 00		8586 04
Clifton	235 00	36 20	5500 00		3745 88
Cobourg	674 00	48 38	6840 00		768 37
Collingwood	417 00	24 00	2551 23		3263 77
Cornwall	287 00	16 60	2152 29		259 02
Dundas	456 00	49 90	4431 03		1956 69
Durham	147 00		1074 24		19 07
Galt	564 00		4740 00		1706 79
Goderich	611 00	109 10	4724 10		602 47
Guelph	598 00	14 00	7629 87		4714 02
Ingersoll	597 00	7 50	12414 90		1101 08
Lindsay	591 00	202 00	4966 23		1632 56
Listowel	146 00		2401 15		198 80
Milton	134 00		1737 00		1222 35
Mitchell	266 00	60 00	2639 00		1036 66
Napanee	437 00	56 15	3382 00		5 41
Niagara	239 00	14 00	1224 47		176 16
Oakville	247 00	5 45	1076 30		341 70
Orangeville	215 00		1516 33		1617 84
Owen Sound	497 00		3782 50		127 57
Paris	384 00	21 46	3338 04		451 41
Perth	348 00	55 00	2534 40		1669 07
Peterborough	687 00	27 90	11818 33		961 92
Petrollea	392 00	51 54	4400 00		151 23
Pictou	353 00	15 60	2376 36		1468 20
Port Hope	756 00		8657 55		86 70
Prescott	386 00	129 35	2874 92		834 83
Sandwich	172 00		2170 17		47 30
Sarnia	419 00	70 50	3987 74		220 54
St. Catharines	1147 00	59 42	13887 00		2560 10
St. Marys	541 00	39 83	3543 95		2520 21
St. Thomas	349 50	15 95	3550 00		560 65
Simcoe	274 00	45 00	1901 67		40 00
Stratford	625 00	86 10	5392 31		22447 01
Strathroy	476 00	31 31	6500 00		4840 27
Tilsonburgh	236 00	5 00	1683 00		576 71
Walkerton	157 00		1076 44		1557 28
Whitby	406 00	72 00	2927 93		257 22
Windsor	627 00	42 00	12077 54		10593 33
Woodstock	587 00		3717 14		1206 92
Total	23413 50	2143 76	225036 54		96653 15
Total Counties and Incorporated Villages	204103 00	19448 46	186945 10	1608437 22	571487 09
“ Cities	17417 00	1256 78	194557 25		88372 64
“ Towns	23413 50	2143 76	225036 54		96653 15
Grand Total 1874	244933 50	22849 00	606538 89	1608437 22	756512 88
“ “ 1873	224934 99	20938 74	601351 89	1439390 98	680748 55
Increase	19998 51	1910 26	5187 00	169046 24	75764 33
Decrease					

NOTE.—All moneys reported in the Tables represent actual payments made between the 1st January Tables A, B, C, D and E, include the statistics of Separate Schools. These are given

Schools of Ontario.

EXPENDITURE.

Total Receipts for all Public School Purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Rents and Repairs of School Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Public School Purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
3118 35	2050 00	256 00	271 03		376 24	2953 27	165 08
4513 79	2919 20	60 00	467 79	494 00	510 92	4451 91	61 88
10671 50	6616 78	121 78	2292 42		1597 69	10628 67	42 83
6914 97	3412 57	38 09	355 00	1824 68	1215 52	6845 86	69 11
3116 32	1171 50		580 75		249 19	2001 44	1114 88
4402 53	2944 00			300 00	991 80	4235 80	166 73
7253 35	2033 00	64 08	214 05	3695 00	900 28	6906 41	346 94
12290 63	6841 98	715 40	999 09		3084 62	11641 09	649 54
8028 55	3843 50	38 00	577 30		2818 06	7276 86	751 69
17670 98	8154 58	223 84	355 57	398 63	3434 78	12567 40	5103 58
9517 08	1675 33	72 40		4353 50	1963 32	8064 55	1452 53
3330 75	3550 00	96 76	468 25	2965 94	764 28	7845 23	485 52
6256 00	2344 99	612 04	246 48	2437 13	508 95	6149 59	106 41
2714 91	1992 00	48 55	223 76	159 98	290 62	2714 91	
6893 62	3083 88	99 80	1619 73	604 00	894 48	6301 89	591 73
1240 31	1050 00	2 09	11 65		176 57	1240 31	
7010 79	4222 75		314 62		918 18	5455 55	1555 24
6046 67	4209 15	218 20	499 15	263 00	857 17	6046 67	
13355 89	5608 38	28 00	820 38	4785 80	2087 80	13330 36	25 53
14120 48	4766 25	15 15	265 61	5055 80	695 65	10798 46	3322 02
7391 79	4022 50	404 00	634 09		1581 35	6641 94	749 85
2745 95	1573 56	1 50	67 78	747 00	176 71	2566 55	179 40
3093 35	1168 66		98 66	534 60	178 43	1980 35	1113 00
4001 66	2047 83	120 00	339 68		562 93	3070 44	931 22
3880 56	2742 87	112 30	252 82		723 69	3831 68	48 88
1653 63	1200 00	61 80	30 66		361 17	1653 63	
1670 45	1163 08	105 95	17 29		252 10	1638 42	32 03
3349 17	1780 00	60 00	410 80	145 00	903 14	3298 94	50 23
4407 07	2892 50		218 47		1225 50	4336 47	70 60
1194 91	2947 50	42 92	326 27		718 82	4035 51	159 40
4636 47	2389 63	110 00	193 98	180 07	1196 90	4070 58	565 89
13495 15	4727 24	55 80	39 74	5145 72	3478 75	13447 25	47 90
4994 77	2915 00	129 96	778 27		1171 54	4994 77	
4213 16	1961 86	31 60	136 93	9 20	272 78	2412 37	1800 79
9500 25	5611 07		326 22	1890 87	1660 03	9488 19	12 06
4225 10	2083 42	259 60	164 35		648 95	3156 32	1068 78
2389 47	1792 43	22 00	297 03		124 63	2236 09	153 38
4697 78	3491 00	203 54	174 25		797 31	4666 10	31 68
17653 52	8466 77	473 28	1772 65	3755 60	1944 82	16413 12	1240 40
6644 99	2630 00	117 00	312 04	2400 00	452 22	5911 26	733 73
4476 10	2225 00	35 50	100 60	1086 00	992 75	4439 85	36 25
2260 67	1434 50	90 00	200 56		535 61	2260 67	
28550 42	4643 95	463 77	68 00	17895 31	2953 03	26024 06	2526 36
11847 58	3556 50	101 01	281 31	4951 59	1967 41	10857 82	989 76
2500 71	1706 50	14 44	126 71		223 94	2071 59	429 12
2790 72	2214 07				524 25	2738 32	52 40
3663 15	2776 25	179 14	144 00		563 76	3663 15	
23339 87	4805 50	84 00	660 55	14594 00	2083 30	22227 35	1112 52
5511 06	3572 89		63 80		1278 93	4915 62	595 44
347246 95	157031 92	5989 29	18820 14	80672 42	53990 87	316504 64	30742 31
2590420 87	1389755 79	42334 08	123658 78	537150 04	209316 95	2302215 64	288205 23
301603 67	100962 58	6665 89	11557 62	81725 41	45701 13	246612 63	54991 04
347246 95	157031 92	5989 29	18820 14	80672 42	53990 87	316504 64	30742 31
3239271 49	1647750 29	54989 26	154036 54	699547 87	309008 95	2865332 91	373938 58
2967365 15	1520123 61	49858 23	138076 53	609113 33	287354 35	2604526 05	362839 10
271906 34	127626 68	5113 03	15960 01	90434 54	21654 60	260806 86	11099 48

and 31st December,
separately in Table F.

TABLE B.—The Public

COUNTIES.	School population, between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending School.	Boys.	Girls.	AGES	
							Under 5.	5 to 10 (inclusive).
Glengarry	5770	4751	205	4956	2579	2377	25	2354
Stormont	4749	4308	153	4461	2322	2139	18	2371
Dundas	5996	5125	278	5403	2863	2540	15	2451
Prescott	3947	3287	141	3428	1739	1689	37	1950
Russell	3359	3249	118	3367	1786	1581	40	1877
Carleton	9819	8339	267	8606	4558	4048	16	4417
Grenville.....	5948	5265	209	5474	2838	2636	15	2795
Leeds	9070	7997	546	8543	4394	4149	32	4208
Lanark	8673	7970	333	8303	4320	3983	41	4529
Renfrew	6787	6402	353	6755	3559	3196	59	3492
Frontenac	8240	6966	251	7217	3675	3542	34	3748
Lennox and Addington.....	6938	6070	471	6541	3388	3153	14	3225
Prince Edward.....	4664	4439	454	4893	2588	2305	22	2256
Hastings.....	10614	9980	644	10624	5537	5087	43	5360
Northumberland	9938	9173	599	9772	5134	4638	13	4810
Durham	8627	7813	588	8401	4528	3873	21	3984
Peterborough.....	6648	5407	238	5645	2991	2654	15	2987
Victoria	9171	8270	356	8626	4548	4078	37	4291
Haliburton.....	901	775	26	801	419	382	9	425
Ontario	15556	12046	996	13042	6983	6059	124	6402
York	18977	16367	1059	17426	9518	7908	61	8745
Peel	6939	6486	490	6976	3760	3216	35	3507
Simcoe.....	20496	16503	994	17497	9392	8105	146	8976
Halton.....	6662	5161	289	5450	2901	2549	4	2839
Wentworth	7990	7460	362	7822	4147	3675	19	3961
Brant	5403	4704	334	5038	2656	2382	22	2442
Lincoln	5861	5348	251	5599	2885	2714	5	2804
Welland	7959	6904	324	7228	3735	3493	31	3470
Haldimand.....	7909	6598	338	6936	3600	3336	24	3344
Norfolk	9069	8558	621	9179	4841	4338	158	4356
Oxford.....	12777	10196	632	10828	5846	4982	16	5232
Waterloo	10820	9530	214	9744	5409	4335	5	5531
Wellington.....	20874	16310	763	17073	9032	8041	90	8833
Grey.....	21628	17165	999	18164	9618	8546	79	9294
Perth	12348	10764	494	11258	5969	5289	42	5857
Huron	21189	19427	924	20351	10767	9584	48	10669
Bruce	17395	15627	575	16202	8638	7564	40	8747
Middlesex.....	21641	17487	1084	18571	9624	8947	106	9056
Elgin	9158	8551	735	9286	4944	4342	18	4356
Kent	10475	9273	469	9742	5205	4537	17	4988
Lambton.....	11749	10301	472	10773	5559	5214	44	5454
Essex	8571	6959	278	7237	3776	3461	21	4007
Districts	988	666	19	685	365	320	1	359
Total.....	422293	363977	19946	383923	202936	180987	1662	194759
CITIES.								
Toronto	15000	13100	102	13202	6697	6505	11	7662
Hamilton	7200	6767	45	6812	3440	3372	5	4210
Kingston	3400	3235	23	3258	1579	1679	....	1755
London	5400	4710	53	4763	2483	2280	....	2603
Ottawa.....	5500	4882	31	4913	2757	2156	....	2978
Total.....	36500	32694	254	32948	16956	15992	16	19208

Schools of Ontario.

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
11 to 16 (inclusive).	17 to 21 (inclusive).	Less than 20 days during the year.	20 to 50 days (inclusive).	51 to 100 days (inclusive).	101 to 150 days (inclusive).	151 to 200 days (inclusive).	201 days to the whole year.		
2397	180	519	1215	1433	927	661	201	133	1777
1937	135	634	945	1283	867	654	78	130	1714
2698	239	545	1041	1435	1156	936	290	28	2244
1341	100	438	713	951	728	470	128	172	1157
1380	70	498	697	984	698	437	53	410	1181
3958	215	1005	1736	2502	1764	1166	433	190	3312
2461	203	565	1076	1480	1239	902	212	97	2230
3855	448	900	1781	2285	1922	1317	338	94	3373
3490	243	803	1532	2276	1766	1511	415	304	3837
3027	177	781	1278	2093	1428	794	381	470	2241
3224	211	884	1766	2029	1337	951	250	227	2644
2845	457	657	1157	1881	1553	991	302	122	2524
2161	454	492	1010	1311	1076	779	225	44	2126
4699	522	1349	2354	2811	2215	1555	340	396	4149
4426	523	948	1996	2783	2080	1588	377	206	3889
3889	507	937	1872	2304	1836	1223	229	186	3042
2475	168	715	1313	1544	1163	753	157	198	2050
3971	327	1033	1804	2408	1841	1245	295	333	3358
331	36	149	209	261	122	48	12	14	277
5724	792	1387	2800	3657	2798	1852	548	193	5210
7690	930	1730	3779	4464	3725	3016	712	288	3500
3071	368	739	1650	1947	1483	1017	140	95	2573
7642	733	2184	4047	4772	3591	2387	516	829	5116
2303	304	539	1081	1443	1267	976	144	189	2366
3555	287	772	1590	2171	1769	1258	262	119	3247
2262	312	475	1036	1427	1047	856	197	26	2094
2541	249	640	1226	1558	1103	907	165	120	2113
3145	577	811	1407	1997	1593	1157	263	103	2738
3256	312	695	1420	1754	1580	1207	280	54	2779
4210	455	1202	2145	2538	1871	1200	223	186	3349
4962	618	840	2033	2932	2393	1974	656	155	4848
3999	209	740	1682	2406	2257	2236	423	55	3777
7444	706	1741	3602	4655	3686	2845	544	218	6599
7950	841	2325	4413	5209	3591	2167	459	423	6246
4907	452	965	2227	3011	2548	2107	400	96	4634
8746	888	2021	4016	5327	4520	3728	739	267	8686
6856	559	1715	3471	4556	3529	2364	567	339	6189
8440	969	1752	3687	4855	4181	3290	806	197	7445
4185	727	820	1884	2573	2074	1525	410	116	3986
4268	469	1219	2084	2798	1975	1376	290	332	3604
4908	367	1274	2153	2844	2379	1749	374	102	4358
2968	241	792	1455	1956	1617	1200	227	263	3368
293	32	122	141	162	175	72	13	86	222
169890	17612	41352	80524	105066	82470	60447	14064	8605	152371
5427	102	1276	2199	3411	2683	2694	939	.....	6185
2555	42	268	689	1591	1264	1615	1385	.....	4337
1468	35	181	433	711	641	641	651	.....	1548
2135	25	503	754	939	1149	1037	381	.....	2411
1581	354	424	782	1234	839	1192	442	616	2341
13166	558	2652	4857	7886	6576	7179	3798	616	16822

TABLE B.—The Public

TOWNS.	School population, between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending School.	Boys.	Girls.	AGES	
							Under 5.	5 to 10 (inclusive).
Amherstburgh	600	578	22	600	297	303	2	319
Barrie	1000	942	....	942	556	386	....	540
Belleville	2200	2112	8	2120	1055	1065	....	1251
Berlin	950	872	3	875	459	416	....	528
Bothwell	380	331	4	335	165	170	1	191
Bowmanville	850	779	....	779	411	368	....	391
Brampton	660	615	6	621	293	328	....	406
Brantford	2400	2278	67	2345	1228	1117	....	992
Brockville	1410	1387	....	1387	700	687	....	858
Chatham	2000	1932	12	1944	980	964	....	925
Clifton	480	396	83	479	243	236	....	224
Cobourg	1100	1030	23	1053	565	488	....	536
Collingwood	1060	984	70	1054	594	460	....	649
Cornwall	700	579	4	583	304	279	....	316
Dundas	1200	1100	40	1140	632	508	5	641
Durham	300	254	37	291	158	133	....	123
Galt	1250	1006	....	1006	512	494	....	553
Goderich	1300	1164	2	1166	608	558	....	742
Guelph	1980	1903	18	1921	987	934	1	1095
Ingersoll	1400	1140	3	1143	564	579	....	686
Lindsay	1600	1447	13	1460	734	726	2	788
Listowel	600	502	4	506	256	250	....	220
Milton	360	331	15	346	184	162	....	176
Mitchell	590	529	5	534	263	271	....	303
Napanee	952	801	8	809	445	364	....	444
Niagara	500	315	8	323	172	151	....	125
Oakville	500	423	5	428	221	207	....	215
Orangeville	690	600	....	600	325	275	....	350
Owen Sound	1170	1000	23	1023	512	511	....	639
Paris	1050	834	2	836	427	409	....	464
Perth	1000	660	7	667	339	328	1	373
Peterborough	1600	1507	35	1542	682	860	....	903
Petrollea	900	821	8	829	418	411	....	457
Pictou	670	628	16	644	334	310	....	334
Port Hope	2300	1364	9	1373	675	698	....	780
Prescott	600	539	3	542	268	274	....	300
Sandwich	350	273	35	308	158	150	1	147
Sarnia	1300	1237	4	1241	638	603	....	695
St. Catharine's	2500	2256	29	2285	1152	1133	3	1194
St. Mary's	1000	853	15	868	461	407	6	525
St. Thomas	1100	1061	37	1098	574	524	....	586
Simcoe	600	523	1	524	261	263	....	268
Stratford	1600	1499	4	1503	907	596	....	897
Strathroy	1000	923	12	935	473	462	....	502
Tilsonburgh	550	489	17	506	266	240	....	256
Walkerton	600	484	2	486	250	236	....	267
Whitby	1000	880	20	900	403	497	....	396
Windsor	1610	1175	....	1175	616	559	....	703
Woodstock	1300	1092	9	1101	589	512	4	618
Total	52810	46428	748	47176	24314	22862	26	25891

Schools of Ontario.—Continued.

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
11 to 16 (inclusive).	17 to 21 (inclusive).	Less than 20 days during the year.	20 to 50 days (inclusive).	51 to 100 days (inclusive).	101 to 150 days (inclusive).	151 to 200 days (inclusive).	201 days to the whole year.		
258	21	44	64	109	149	203	31	.....	359
402	.....	60	95	155	224	252	156	.....	519
856	13	89	186	441	647	676	81	.....	1072
344	3	47	112	221	182	258	55	23	452
140	3	28	86	89	48	79	5	15	143
388	.....	61	95	185	123	216	99	.....	412
209	6	39	78	125	132	239	8	80	340
1286	67	94	231	256	469	1046	249	76	1206
529	.....	137	199	270	313	381	87	23	750
985	34	213	353	449	396	402	131	88	851
226	29	31	77	151	140	80	.....	.....	257
495	22	38	111	277	278	248	101	.....	544
382	23	74	249	293	201	152	85	119	428
261	6	68	138	102	139	118	18	125	226
489	5	181	210	328	239	172	10	.....	450
140	28	16	41	106	55	65	8	.....	125
453	.....	45	138	228	191	309	95	.....	538
422	2	79	146	278	247	291	125	.....	620
808	17	126	291	490	520	440	54	51	916
451	6	86	166	310	211	236	134	.....	540
659	11	153	232	305	268	291	211	.....	683
282	4	24	56	156	159	92	19	10	220
155	15	40	61	82	63	89	11	21	151
226	5	27	67	99	182	121	38	10	284
357	8	71	103	177	242	161	55	98	411
155	43	12	42	98	64	55	52	.....	186
202	11	27	32	70	123	173	3	24	264
250	.....	32	61	165	144	61	137	100	280
374	10	80	182	232	296	317	6	.....	504
370	2	32	108	222	190	246	38	.....	455
281	12	32	37	124	172	237	65	.....	436
602	37	105	234	371	361	363	108	.....	731
364	8	79	132	170	175	174	99	39	424
294	16	55	88	148	132	179	42	30	365
585	8	71	194	389	280	366	73	.....	732
239	3	19	89	135	121	79	99	28	378
141	19	12	48	47	32	119	50	.....	164
542	4	131	206	303	224	297	80	.....	617
1050	38	195	279	575	469	563	204	.....	1171
328	9	52	137	237	250	152	40	.....	442
475	37	157	198	297	203	233	10	100	472
255	1	45	108	155	106	99	11	26	267
597	9	142	226	444	276	351	64	.....	819
421	12	104	183	309	196	140	3	.....	457
233	17	48	80	111	85	139	43	20	261
217	2	44	96	96	112	114	22	4	232
478	26	99	143	274	178	187	19	.....	425
472	.....	97	193	313	274	298	.....	.....	564
474	5	80	170	269	220	223	139	.....	562
20602	657	3621	6851	11306	10411	11782	3205	1110	23705

TABLE B.—The Public

TOTAL.	School population, between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending School.	Boys.	Girls.	AGES	
							Under 5.	5 to 10 (inclusive).
Total Counties and Incorporated Villages.....	422293	363977	19946	383923	202936	180987	1662	194759
“ Cities.....	36500	32694	254	32948	16956	15992	16	19208
“ Towns	52810	46428	748	47176	24314	22862	26	25891
Grand Total, 1874	511603	443099	20948	464047	244206	219841	1704	239858
“ 1873	504869	439466	21518	460984	242615	218369	1570	222712
Increase	6734	3633	.....	3063	1591	1472	134	17146
Decrease .....	.....	.....	570	.....	.....	.....	.....	.....

Schools of Ontario.—*Concluded*

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
11 to 16 (inclusive).	17 to 21 (inclusive).	Less than 20 days during the year.	20 to 50 days (inclusive).	51 to 100 days (inclusive).	101 to 150 days (inclusive).	151 to 200 days (inclusive).	201 days to the whole year.		
169890 13166 20602	17612 558 657	41352 2632 3621	80524 4857 6851	105066 7886 11306	82470 6576 10411	60447 7179 11782	14064 3798 3205	8605 616 1110	152371 16822 23705
203658 215427	18827 21275	47625 50496	92232 94142	124258 127783	99457 96583	79408 72885	21067 19095	10321 12480	192898 192190
11769	2448	2871	1910	3525	2874	6523	1972	2159	708

TABLE C.—The Public

NUMBER OF PUPILS IN THE

COUNTIES.	READING.					Spelling.	Writing.	Arithmetic.	Geography.	Linear Drawing.	Vocal Music.
	1st Reading Book.	2nd Reading Book.	3rd Reading Book.	4th Reading Book.	5th Reading Book.						
Glengarry.....	1636	930	1270	1015	105	4956	3586	3511	3338	710	1045
Stormont.....	1407	728	1124	1198	4	4026	3270	3276	2516	177	400
Dundas.....	2114	592	677	671	1349	4734	3359	3364	2891	27	118
Prescott.....	1249	597	1356	226	.....	3267	2652	2445	1795	36	358
Russell.....	1415	643	1066	209	34	2383	2011	2094	1866	231	561
Carleton.....	2343	1464	2476	2248	75	7922	7080	5938	6126	397	1092
Grenville.....	1575	968	1725	1139	67	4991	4185	4196	3876	256	412
Leeds.....	2430	1712	3215	1185	1	7515	6277	6216	5714	308	664
Lanark.....	3090	2452	2769	1234	.....	7519	6667	6454	6411	791	1389
Renfrew.....	2208	1486	1885	1063	113	4950	4071	4154	3585	173	521
Frontenac.....	2480	1685	2547	505	.....	6517	5152	5071	5075	212	1100
Lennox and Addington.....	2026	1486	2379	640	10	5822	5694	5407	5634	1803	1242
Prince Edward.....	1347	847	1574	1102	23	4413	3931	3913	4724	822	691
Hastings.....	4397	2347	3180	698	2	7904	7497	7554	7791	2016	3277
Northumberland.....	3105	2343	2920	1310	94	9076	8147	7846	8138	1176	1327
Durham.....	2485	1750	2622	1504	40	7722	6884	6651	6704	736	2249
Peterborough.....	2023	1294	1233	979	116	4998	4653	5116	4480	1491	932
Victoria.....	2824	1795	2775	1174	58	7744	6919	6855	6701	1178	3559
Haliburton.....	277	195	215	97	17	652	636	605	507	55	163
Ontario.....	4281	4465	1979	1695	622	11207	10294	9935	10343	3115	3946
York.....	5372	3381	4849	3112	712	15741	13851	13465	12498	5680	5967
Peel.....	2127	1697	2100	1045	7	6487	5655	5329	4706	824	1636
Simcoe.....	5702	3462	5915	2390	28	15182	12587	11982	14638	1500	2941
Halton.....	1720	1257	1977	496	.....	5285	4953	4811	4341	3042	1210
Wentworth.....	2134	1640	2610	1412	26	7243	6296	6680	5928	1038	2133
Brant.....	1277	781	1526	1284	170	4452	4010	3972	5038	1370	1242
Lincoln.....	1715	1055	1553	831	445	5221	4426	4422	3440	274	1138
Welland.....	2181	1216	2069	1386	376	6553	5698	5772	5351	996	1763
Haldimand.....	1954	1169	2249	1493	71	5821	4723	4325	4385	342	771
Norfolk.....	2770	1615	2570	1875	349	8115	7012	6945	6945	1285	2281
Oxford.....	3336	2325	3759	1408	.....	8567	8887	8954	8908	1245	2741
Waterloo.....	3479	2031	3509	698	27	8515	8861	8732	8436	4227	6146
Wellington.....	5014	3040	5399	3241	379	15485	13136	12330	11570	1668	6281
Grey.....	6002	3681	5815	2435	231	14991	13390	13097	12513	2678	3081
Perth.....	3624	2159	3447	2013	15	9432	8755	9010	7247	427	4230
Huron.....	6735	4003	6689	2898	26	19499	18025	19091	17236	10057	7036
Bruce.....	5511	3499	5093	2036	63	14306	12510	12323	12805	1863	3060
Middlesex.....	5320	3316	5381	3696	858	16503	14128	14368	14124	2411	4254
Elgin.....	2228	1466	2738	2448	406	9286	6661	6825	7033	897	1325
Kent.....	3521	2098	3025	1073	25	8673	7578	7531	7355	4060	3365
Lambton.....	3251	2150	2964	2031	377	9516	8203	8037	7838	1202	1924
Essex.....	2598	1323	2099	959	258	6121	5526	5107	4414	355	508
Districts.....	320	141	155	63	6	482	418	346	109	.....	162
Total.....	121361	78284	116478	60215	7585	339794	298254	293955	285103	63151	90241
CITIES.											
Toronto.....	4838	2096	3493	1098	1677	11652	8971	10677	12234	1862	6728
Hamilton.....	2683	1322	1892	915	.....	6812	6320	6302	6664	4700	5946
Kingston.....	1076	519	1182	245	236	2898	2369	2367	1860	1175	1853
London.....	1152	966	1603	849	193	3998	3282	3542	4763	1884	3276
Ottawa.....	1445	939	1735	732	72	3441	4328	4275	4913	2520	3724
Total.....	11194	5842	9905	3829	2178	28801	25270	27163	30434	12141	21527

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Grammar.	Composition.	Chemistry and Botany.	Canadian History.	English History.	General History.	Natural History.	Human Physiology.	English Literature.	Christian Morals.	Civil Government.	Natural Philosophy.	Algebra.	Geometry.	Domestic Economy. (Girls only.)	Mensuration.	Bookkeeping.	Gymnastics or Military Drill.
2117	1933	67	473	436	81	.....	17	.....	116	.....	35	34	17	44	22	105	.....
1387	720	72	257	174	51	.....	93	.....	58	10	2	22	22	.....	7	66	87
1429	349	.....	306	284	330	.....	5	.....	15	.....	12	49	17	.....	3	68	.....
922	665	3	240	133	19	.....	4	.....	533	.....	.....	.....	.....	.....	.....	.....	.....
968	622	53	140	58	18	21	6	.....	120	.....	.....	.....	.....	36	.....	19	100
2849	1991	227	926	755	224	92	72	.....	386	10	33	112	76	18	37	168	545
2146	1136	34	499	442	53	9	79	7	110	17	50	99	24	4	78	121	30
3147	1314	71	513	819	71	124	47	.....	58	.....	8	65	18	3	55	128	35
3935	2794	10	393	663	47	84	5	4	116	.....	15	42	10	.....	38	60	140
1705	1004	61	277	294	50	27	11	4	7	.....	25	38	18	26	31	76	160
2623	1342	124	261	259	13	98	18	.....	1	.....	9	28	12	1	23	6	.....
2923	2701	80	327	417	16	153	10	.....	86	.....	17	21	16	.....	17	15	60
2367	2278	414	680	910	130	327	77	12	176	.....	101	151	51	6	73	268	125
3547	2547	222	332	456	45	75	77	.....	385	150	40	59	30	18	84	141	1040
3868	2675	87	532	857	228	232	61	1	775	.....	33	194	74	.....	113	226	476
3722	2785	365	603	1040	69	219	367	.....	55	.....	141	310	105	20	174	246	498
2308	1554	13	140	407	82	16	111	10	151	5	8	26	16	1	28	80	115
3687	2283	307	387	799	385	55	132	.....	409	201	138	118	64	4	146	169	389
207	227	1	27	56	70	.....	.....	.....	.....	.....	4	6	4	.....	2	7	.....
5086	3719	583	879	1460	305	545	256	13	458	160	108	231	121	42	139	238	334
7058	6313	551	1643	2251	350	539	415	41	776	.....	86	286	170	186	208	485	1285
2708	2015	263	507	897	21	208	59	1	180	.....	44	49	35	3	56	106	331
7435	4705	532	1237	1505	211	362	175	80	659	403	37	68	55	4	41	97	401
2404	2250	304	418	454	.....	355	24	.....	115	.....	19	13	10	.....	6	40	79
3386	2427	157	576	785	102	92	393	.....	235	1	60	157	74	30	175	271	256
3014	1892	162	807	1142	122	134	358	20	252	.....	72	251	52	.....	172	228	212
2133	1070	74	316	412	92	2	164	.....	1	.....	13	69	14	.....	84	200	.....
3034	1703	161	654	747	75	222	277	9	118	1	62	219	64	.....	112	338	50
2511	1122	211	405	664	153	14	127	9	90	5	22	165	47	4	54	160	.....
2249	1862	141	446	903	189	117	282	38	267	.....	124	190	62	12	129	425	270
4986	3388	359	869	1125	111	280	151	.....	779	87	67	116	77	8	118	219	471
4053	3671	558	618	638	42	464	166	5	293	75	159	156	126	35	201	187	427
7014	4325	472	1004	2235	512	470	643	20	363	5	181	263	191	28	358	615	442
6491	4357	618	803	1724	198	386	133	25	387	30	102	332	93	57	198	252	358
4695	2692	166	746	1335	157	186	530	.....	177	.....	202	313	139	14	315	146	341
9292	9627	835	1298	2185	127	1010	468	.....	368	.....	193	361	235	21	339	392	148
6665	5265	239	875	1476	93	211	478	.....	742	3	56	201	121	91	149	337	461
7670	6307	597	1369	2307	478	626	500	40	856	67	177	354	197	39	376	523	1086
3728	2400	286	612	1233	296	138	549	27	.....	.....	181	307	153	37	109	388	141
3593	3470	492	668	799	71	391	193	.....	400	59	179	150	68	43	96	196	168
4322	3338	233	538	944	124	94	175	3	124	.....	37	103	45	23	123	188	113
2694	2314	27	304	250	50	19	79	9	96	.....	20	79	38	4	73	143	9
95	129	.....	28	36	6	.....	.....	.....	.....	.....	4	3	.....	.....	1	14	45
152173	112281	10232	24933	36656	5867	8405	7987	378	11292	1290	2872	5813	2764	862	4563	8147	11231
5703	2868	856	1783	2266	751	1634	.....	169	2723	44	866	833	412	540	506	1257	538
2156	1650	.....	625	20	60	541	253	.....	2257	.....	20	49	27	105	58	68	75
1401	1681	319	374	291	58	208	63	53	3258	.....	116	111	101	352	126	144	.....
1952	1138	645	686	815	20	268	338	20	566	.....	298	118	10	.....	185	70	88
2011	1362	467	1436	1009	.....	265	202	.....	265	1460	202	209	216	.....	202	328	1264
13223	8699	2287	4904	4401	819	2916	856	182	9069	1504	1502	1320	766	997	1077	1867	1963

TABLE C.—The Public

TOWNS.	READING.					Spelling.	Writing.	Arithmetic.	Geography.	Linear Drawing.	Vocal Music.
	1st Reading Book.	2nd Reading Book.	3rd Reading Book.	4th Reading Book.	5th Reading Book.						
Amherstburgh	213	80	152	135	20	549	473	561	413	121	440
Barrie	358	170	292	104	18	841	795	761	857	360	831
Belleville	897	416	472	288	47	1739	1618	1990	1553	1698	1860
Berlin	311	189	302	68	5	875	875	875	789	773	679
Bothwell	97	62	68	68	41	295	239	239	335	.....	120
Bowmanville	174	290	156	165	.....	779	779	605	550	.....	779
Brampton	187	140	245	49	.....	613	613	485	387	250	.....
Brantford	917	437	680	291	20	2345	1950	2048	2106	1750	2072
Brockville	380	225	328	254	200	1282	1007	1007	1139	.....	608
Chatham	750	466	538	181	9	1741	1699	1732	1515	1438	120
Clifton	165	75	115	112	12	324	300	424	426	225	270
Cobourg	339	239	292	149	34	1053	818	836	756	300	177
Collingwood	427	236	221	170	.....	933	933	988	1015	40	1054
Cornwall	222	131	113	98	19	513	462	478	243	195	336
Dundas	308	208	368	253	.....	1084	868	839	429	52	742
Durham	51	83	97	56	5	271	241	241	198	50	.....
Galt	324	236	379	59	8	814	818	814	927	763	.....
Goderich	448	239	334	145	.....	1166	1156	1166	1076	.....	1076
Guelph	751	350	558	330	62	1806	1626	1675	1569	975	1559
Ingersoll	363	243	387	230	20	1128	1113	1113	830	182	.....
Lindsay	651	274	333	183	17	1286	1169	1351	1139	194	1235
Listowel	230	89	154	.....	.....	378	378	378	417	.....	.....
Milton	152	50	101	43	.....	346	346	271	178	144	346
Mitchell	101	89	274	70	.....	444	399	399	468	.....	.....
Napanee	238	202	280	89	.....	729	669	809	809	809	809
Niagara	102	51	90	80	.....	323	212	303	321	.....	.....
Oakville	135	92	167	34	.....	419	390	390	271	330	70
Orangeville	213	62	199	126	.....	500	500	500	600	100	.....
Owen Sound	411	125	264	233	.....	787	764	764	464	300	.....
Paris	188	89	372	187	.....	810	785	785	794	.....	90
Perth	189	181	176	121	.....	552	499	519	356	.....	361
Peterborough	537	271	362	346	26	1446	1415	1433	1292	549	255
Petrolia	237	174	269	57	.....	695	546	603	829	.....	.....
Pictou	218	83	114	149	80	626	498	498	596	318	516
Port Hope	529	299	309	191	45	1313	929	1068	625	257	121
Prescott	183	124	182	142	.....	537	315	413	371	87	200
Sandwich	86	66	59	97	.....	300	299	298	268	48	99
Sarnia	469	341	241	190	.....	1121	1215	1045	1088	289	1021
St. Catharines	633	490	651	349	162	2283	2193	2173	1973	416	640
St. Mary's	455	110	115	173	15	838	814	632	868	240	405
St. Thomas	446	176	331	145	.....	1045	1003	1010	1084	540	699
Simcoe	127	114	148	93	42	524	524	524	524	524	524
Stratford	495	311	419	278	.....	1445	1074	1173	1341	110	621
Strathroy	345	235	174	181	.....	935	935	935	790	935	.....
Tilsonburgh	143	105	173	85	.....	363	363	258	365	36	.....
Walkerton	130	77	149	87	43	486	486	486	356	130	.....
Whitby	365	170	268	116	81	714	721	721	436	245	609
Windsor	440	152	433	150	.....	891	801	901	915	.....	756
Woodstock	322	211	387	181	.....	1101	1101	1101	1021	302	1101
Total	16151	9328	13285	7381	1031	43388	39717	40618	37672	15975	23201
Total Counties and Incorporated Villages	121361	78284	116478	60215	7585	339794	298254	293955	285103	63151	90241
Total Cities	11194	5842	9905	3829	2178	28801	25270	27163	30434	12141	21527
“ Towns	16151	9328	13285	7381	1031	43388	39717	40618	37672	15975	23201
Grand Total 1874	148706	93454	139668	71425	10794	411983	363241	361736	353209	91267	134969
“ “ 1873	182658	99921	85389	63126	29890	385257	345364	342937	354949	83834	123803
Increase .....	.....	.....	54279	8299	.....	26726	17877	18799	.....	7438	11166
Decrease	33952	6467	.....	.....	19096	.....	.....	.....	.....	1740	.....

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Grammar.	Composition.	Chemistry and Botany.	Canadian History.	English History.	General History.	Natural History.	Human Physiology.	English Literature.	Christian Morals.	Civil Government.	Natural Philosophy.	Algebra.	Geometry.	Domestic Economy. (Girls only.)	Mensuration.	Bookkeeping.	Gymnastics or Military Drill.
290	175	18	60	24	18	2	13	.....	600	.....	9	.....	4	132	3	6	.....
396	382	51	110	110	39	51	.....	51	51	.....	36	22	.....	125	18	41	.....
1323	1103	206	20	67	99	15	10	5	491	.....	59	13	12	.....	20	15	1622
373	276	73	68	68	52	68	21	.....	.....	.....	21	21	8	.....	21	21	.....
177	.....	.....	28	41	.....	.....	69	.....	.....	.....	.....	3	1	.....	12	.....	.....
350	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
282	250	.....	41	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1289	951	160	337	308	67	311	311	64	2005	.....	184	193	91	.....	173	80	340
782	288	121	121	200	24	97	115	.....	.....	.....	.....	127	24	.....	24	127	.....
764	785	38	170	170	.....	.....	50	.....	149	12	71	50	50	67	50	59	60
255	167	84	41	84	41	43	41	.....	.....	.....	41	20	10	23	20	40	90
543	277	27	110	152	151	58	27	.....	270	.....	27	61	35	.....	27	59	123
306	203	50	108	108	.....	55	53	.....	55	.....	.....	30	20	.....	.....	53	.....
348	258	11	7	65	10	50	7	.....	.....	.....	.....	11	8	.....	.....	11	.....
374	152	.....	174	217	50	143	52	.....	.....	.....	.....	8	1	1	6	54	90
106	90	12	20	42	.....	10	40	.....	.....	.....	50	5	9	.....	4	70	.....
384	192	49	143	192	49	192	113	.....	.....	64	49	113	48	.....	113	.....	.....
507	457	.....	125	125	.....	125	125	.....	.....	.....	.....	.....	.....	.....	.....	6	.....
939	693	241	239	287	62	64	115	62	64	62	177	183	131	62	79	187	195
419	533	55	75	128	.....	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	55	.....
792	515	47	67	202	37	.....	97	.....	.....	.....	17	31	.....	.....	63	59	.....
309	276	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
144	144	43	43	43	.....	35	8	.....	.....	.....	8	8	5	.....	5	8	.....
469	70	25	.....	29	.....	65	4	.....	.....	.....	.....	.....	.....	.....	.....	20	.....
356	356	.....	.....	.....	.....	88	.....	.....	88	.....	.....	.....	.....	.....	.....	.....	.....
174	110	28	84	94	.....	34	16	.....	84	84	16	12	.....	.....	2	16	.....
201	201	.....	6	.....	.....	.....	.....	.....	75	.....	.....	.....	.....	.....	.....	3	.....
600	400	.....	126	126	126	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....
300	223	.....	223	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
568	176	167	179	184	9	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	4	362
204	180	.....	22	22	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	.....
924	231	32	74	65	40	24	24	12	44	.....	15	15	15	.....	12	27	707
399	232	92	149	149	.....	92	149	57	.....	.....	92	92	16	.....	92	.....	.....
278	205	74	86	152	30	74	.....	.....	140	.....	10	24	1	.....	.....	20	.....
545	359	45	76	191	45	43	76	.....	.....	.....	.....	88	20	.....	88	178	.....
322	207	36	109	20	8	89	5	.....	.....	.....	8	.....	.....	.....	.....	6	.....
114	108	.....	37	64	17	.....	.....	.....	300	.....	11	3	.....	.....	.....	19	.....
483	238	.....	114	98	.....	98	15	.....	.....	.....	3	3	3	.....	.....	4	.....
1157	940	326	367	255	219	160	71	119	136	190	190	193	200	150	193	198	.....
370	179	.....	159	159	.....	.....	.....	.....	.....	.....	91	91	91	.....	91	.....	.....
288	429	.....	132	132	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
283	225	.....	82	82	.....	349	82	.....	524	.....	.....	41	.....	.....	.....	.....	.....
649	595	207	259	207	.....	207	.....	.....	86	.....	.....	.....	.....	.....	.....	.....	.....
536	590	.....	181	.....	.....	90	91	.....	90	.....	.....	.....	.....	.....	.....	75	.....
258	22	25	85	85	.....	.....	22	.....	.....	.....	2	2	2	.....	4	6	.....
329	356	.....	130	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	130	.....
349	225	.....	90	90	.....	51	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
934	238	91	100	100	.....	86	3	.....	60	.....	.....	.....	.....	.....	3	12	.....
551	275	92	90	332	.....	227	.....	.....	1101	.....	13	9	8	.....	30	.....	.....
23093	15637	2526	4511	5844	1201	3151	1825	319	6413	414	1109	1476	813	559	1142	1695	3589
152173	112281	10232	24933	36656	5867	8405	7987	378	11292	1290	2872	5813	2764	862	4563	8147	11231
13223	8699	2287	4904	4401	889	2916	856	182	9069	1504	1502	1320	766	997	1077	1867	1965
23093	15637	2526	4511	5844	1201	3151	1825	319	6413	414	1109	1476	813	559	1142	1695	3589
188489	136617	15045	34348	46901	7957	14472	10668	879	26774	3208	5483	8609	4343	2418	6782	11759	16785
187441	124236	22617	36573	48863	.....	16225	16012	.....	51915	7121	7588	9135	4421	2949	7418	1972	13372
1048	12381	.....	.....	.....	7957	.....	.....	879	.....	.....	.....	.....	.....	.....	.....	9737	3413
.....	.....	7572	2225	1962	.....	1753	5344	.....	25141	3913	2105	526	78	531	636	.....	.....

TABLE D.—The Public

PUBLIC SCHOOL

TOTALS.	TOTAL.			RELIGIOUS DENOMINATIONS.								
	Public School Teachers.	Males.	Females.	Church of England.	Roman Catholic Church.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.
Total Counties and Incorporated Villages...	4956	2428	2528	781	519	1537	1608	297	52	16	13	30
“ Cities	315	65	250	57	92	76	72	4	10	.....	.....	.....
“ Towns	465	108	357	86	81	167	93	27	7	.....	.....	1
Grand Total, 1874	5736	2601	3135	924	692	1780	1773	328	69	16	13	31
“ 1873	5642	2581	3061	903	675	1766	1725	325	81	20	17	39
Increase	94	20	74	21	17	14	48	3	.....	.....	.....	.....
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	12	4	4	8

Schools of Ontario.

TEACHERS.

			CERTIFICATES.								Number of Schools having more than one Teacher.	ANNUAL SALARIES.			
Reported as Protestants.	Unitarian.	Other Persuasions.	Total holding Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class County Board (old).	New County Board Certificates, 3rd Class.	Interim Certificates.		Highest salary paid.	Lowest salary paid Male Teacher.	Male Teacher without board (average).	Female Teacher without board (average).
41	7	55	4956	96	684	415	282	50	2883	546	291	£ 720	£ 100	£ 348	£ 235
4	.....	.....	315	67	90	60	60	.....	32	6	80	1000	450	699	276
3	.....	.....	465	52	83	89	73	6	154	8	143	1000	200	520	254
48	7	55	5736	215	857	564	415	56	3069	560	514	1000	100	505	248
55	9	27	5642	245	839	654	507	73	2771	553	502	1000	110	495	241
.....	.....	28	94	.....	18	.....	.....	.....	298	7	12	.....	.....	10	7
7	2	.....	.....	30	.....	90	82	17	.....	.....	.....	.....	10	.....	.....

TABLE E.—The Public

TOTALS.	SCHOOLS.			SCHOOL-HOUSES.					TITLE.		SCHOOL		
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Rented.	Inspectors.	Clergymen.	Municipal Councillors and Magistrates.
Total Counties and Incorporated Villages..	4590	4517	73	1036	418	2017	1115	4586	4290	296	8357	4451	1774
“ Cities	74	74	.....	41	20	13	.....	74	66	8	1190	713	52
“ Towns	167	167	.....	92	25	50	.....	167	152	15	911	2015	80
Grand Total, 1874....	4831	4758	73	1169	463	2080	1115	4827	4508	319	10458	7179	1906
“ 1873....	4805	4732	73	1133	463	2083	1112	4791	4466	325	10348	7135	2029
Increase	26	26	.....	36	.....	.....	3	36	42	.....	110	44	.....
Decrease .....	.....	.....	.....	.....	.....	3	.....	.....	.....	6	.....	.....	123

Separate Schools of Ontario.

TEACHERS.					PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.												MAPS, APPARATUS.		
Number of Teachers.	Male.	Female.	Male Religious.	Female Religious.	Number of Pupils Learning Reading.	Spelling.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Natural Philosophy.	Algebra.	Geometry.	Bookkeeping.	Number of Maps.	Number of Schools using Maps.	Blackboards.	
114	32	82	10	6	8739	5909	5031	4892	2460	3173	1201	23	23	9	120	438	93	104	
94	39	55	35	45	6361	5031	6051	5902	4048	5591	3949	993	259	214	877	237	22	28	
70	21	49	...	12	6133	5906	4763	5249	3139	4338	1669	251	169	110	220	267	38	34	
278	92	186	45	63	21233	16846	15845	16043	9647	13102	6819	1267	451	333	1217	942	153	166	
269	91	178	41	53	21725	16433	15502	15683	8963	11591	7265	1309	595	427	1127	930	141	161	
9	1	8	4	10	.....	413	343	360	684	1511	.....	.....	.....	.....	90	12	12	5
.....	.....	.....	.....	.....	492	.....	.....	.....	.....	.....	446	42	144	94	.....	....	.....	.....

TABLE G.—The

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1873.	Legislative Grant.		Local Sources.			Total receipts.
			For Masters' salaries.	For maps, prizes, &c.	Municipal grants.	Fees.	Other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Alexandria	Glengarry	33 43	400 00	.....	700 00	.....	344 95	1498 38
Almonte	Lanark .....	.....	502 25	68 67	251 12	.....	1078 19	1900 23
Arnprior	Renfrew	33 77	400 00	.....	1000 00	.....	.....	1433 77
Aylmer	Elgin .....	.....	400 00	.....	100 00	.....	1000 00	1500 00
Barrie	Simcoe .....	.....	473 50	21 08	566 75	643 00	288 31	1992 64
Beamsville	Lincoln	1 01	431 00	.....	450 00	.....	538 40	1420 41
Belleville	Hastings .....	.....	740 50	.....	250 00	.....	2312 29	3302 79
Berlin	Waterloo	9 52	400 00	.....	600 00	.....	.....	1009 52
Bowmanville	Durham .....	.....	529 50	.....	1665 94	.....	.....	2195 44
Bradford	Simcoe	196 43	400 00	.....	400 00	70 10	.....	1066 53
Brampton	Peel	1 62	543 00	15 00	896 25	.....	.....	1455 87
Brantford	Brant	812 90	1379 50	51 91	7139 87	.....	2632 64	12016 82
Brighton	Northumberland	69 57	445 00	.....	1072 50	.....	.....	1587 07
Brockville	Leeds	272 08	740 00	.....	1000 00	.....	.....	2012 08
Caledonia	Haldimand	47 55	412 50	.....	696 25	.....	100 00	1256 30
Campbellford	Northumberland	Newly opened.	State	ment will	appear in	next acc.	ount.	.....
Carleton Place	Lanark	247 95	375 25	35 25	1034 82	.....	.....	1693 27
Cayuga	Haldimand	131 48	353 00	.....	487 75	.....	600 00	1572 23
Chatham	Kent	364 44	567 50	7 00	670 00	274 00	.....	1882 94
Clinton	Huron	137 17	502 50	30 00	800 00	357 00	.....	1826 67
Cobourg	Northumberland	1302 85	2159 50	.....	900 00	1172 50	100 00	5634 85
Colborne	do	7 70	421 00	.....	224 75	.....	1369 54	2022 99
Collingwood	Simcoe	59 09	637 00	.....	719 62	.....	.....	1415 71
Cornwall	Stormont	0 71	400 00	35 50	1389 24	.....	.....	1825 45
Drummondville	Welland	298 06	400 00	.....	800 00	175 00	150 00	1823 06
Dundas	Wentworth	1114 44	962 00	.....	721 50	.....	1104 96	3902 90
Dunnville	Haldimand	0 29	423 50	.....	710 50	.....	378 81	1513 10
Elora	Wellington	61 44	557 00	168 64	450 00	.....	799 91	2036 99
Farmersville	Leeds .....	.....	387 00	.....	513 00	.....	432 06	1332 06
Fergus	Wellington	87 08	400 00	.....	300 00	.....	.....	787 08
Fonthill	Welland	97 00	400 00	.....	200 00	176 00	.....	873 00
Galt	Waterloo	386 04	3315 50	5 00	1657 75	3581 98	24 09	8970 36
Gananoque	Leeds	138 01	677 50	.....	1100 52	.....	.....	1916 03
Goderich	Huron	308 67	523 00	5 00	6700 00	.....	.....	7536 67
Grimsby	Lincoln .....	.....	400 00	.....	450 00	214 00	747 65	1811 65
Guelph	Wellington .....	.....	387 00	.....	1672 79	.....	410 79	2470 58
Hamilton	City .....	.....	3005 00	51 00	8913 64	1389 51	.....	13359 15
Hawkesbury	Prescott .....	.....	200 00	60 14	759 00	.....	403 69	1422 83
Ingersoll	Oxford .....	.....	676 50	.....	720 25	.....	627 63	2024 38
Iroquois	Dundas	254 91	864 00	.....	504 00	.....	.....	1622 91
Kemptville	Grenville .....	.....	400 00	.....	400 00	.....	.....	800 00
Kincardine	Bruce .....	.....	659 50	.....	271 37	.....	427 13	1358 00
Kingston	City	375 00	2021 50	24 75	780 50	1325 26	1217 82	5744 83
Lindsay	Victoria .....	.....	735 00	10 00	391 25	.....	1645 84	2782 09
Listowel	Perth	67 65	400 00	.....	731 36	.....	12 03	1211 04
London	City .....	.....	1736 50	.....	868 25	40 50	1834 34	4479 59
L'Orignal	Prescott	10 59	400 00	.....	200 00	.....	.....	610 59
Markham	York	45 67	556 00	39 65	828 25	82 00	.....	1551 57
Metcalfe	Carleton	1 30	400 00	.....	200 00	.....	200 00	801 30
Mitchell	Perth	6 56	400 00	10 06	200 00	.....	1058 88	1675 50
Morrisburgh	Dundas .....	.....	645 50	.....	323 00	.....	623 35	1391 85
Mount Pleasant	Brant	47 98	400 00	.....	320 00	.....	351 25	1119 23
Napanee	Lennox	92 39	1336 50	15 00	2438 00	.....	5797 35	9679 24
Newburgh	Addington .....	.....	594 00	.....	999 86	.....	296 00	1889 86
Newcastle	Durham	100 00	400 00	12 00	1588 77	.....	.....	2100 77
Newmarket	York	158 76	480 00	.....	800 00	460 55	.....	1899 31
Niagara	Lincoln	0 37	400 00	18 00	400 00	157 00	140 00	1115 37
Norwood	Peterboro' .....	.....	472 50	10 00	418 87	.....	1344 24	2245 61
Oakville	Halton .....	.....	440 50	96 48	400 00	.....	2261 74	3198 72

High Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of pupils attending.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
936 00	542 00		20 38	1498 38		30	Free.
1325 00	391 94	137 34	45 95	1900 23		66	do
1216 61	71 00		16 00	1303 61	130 16	44	do
1308 75	26 40		156 83	1491 98	8 02	46	do
1654 00	23 50	42 16	272 98	1992 64		61	\$4 00.
1196 66	14 50		187 64	1398 80	21 61	62	Free.
2775 00	86 33		441 46	3302 79		100	do
960 00	2 00		47 27	1009 27	0 25	46	do
2157 00			38 44	2195 44		75	do
714 25			91 73	805 98	260 55	37	\$0 75.
1235 00		30 00	151 12	1416 12	39 75	63	Free.
2765 32	7353 84	103 82	1801 38	12004 36	12 46	128	do
1134 27	15 00		88 37	1237 64	349 43	30	do
1700 00			225 20	1925 20	86 88	75	do
983 33	29 50		173 12	1185 95	70 35	56	do
						19	do
1150 00	24 21	70 50	158 10	1402 81	290 46	34	do
762 50	654 10		133 65	1550 25	21 98	57	do
1500 00	50 10	14 00	314 48	1878 58	4 36	54	\$2 00.
1538 32	200 00	61 65	19 39	1819 36	7 31	62	\$2 00.
4262 50	35 55		272 05	4570 10	1064 75	181	\$3 50.
1242 54	60 91	15 00	534 03	1852 48	170 51	29	Free.
1192 01			194 45	1386 46	29 25	73	do
1282 00	4 78	71 00	188 77	1546 55	278 90	43	do
1448 75	36 49		281 41	1766 65	56 41	35	\$2 50.
1900 00		25 00	977 90	2902 90	1000 00	87	Free.
1150 00	6 00		357 10	1513 10		51	do
1275 00	226 58	337 28	162 15	2001 01	35 98	71	do
1250 00			82 06	1332 06		51	do
748 08			33 75	781 83	5 25	40	do
666 00	110 00		97 00	873 00		26	\$2 50 and \$3 00.
6985 17	714 00	84 57	873 65	8657 39	312 97	303	\$5 00.
1625 50			290 53	1916 03		61	Free.
1450 00	3983 50	10 00	193 42	5636 92	1899 75	71	do
1130 00	10 98		595 60	1736 58	75 07	42	\$3 00.
1995 00	4 00		471 58	2470 58		45	Free.
7225 33	3211 07	193 00	2729 75	13359 15		435	\$4 00.
1150 00		120 28	152 55	1422 83		34	Free.
1691 80	73 36		259 22	2024 38		86	do
1141 26	162 30		169 64	1473 20	149 71	106	do
700 00	19 01		60 73	779 74	20 26	64	do
800 00			108 00	908 00	450 00	68	do
4127 26	484 66	49 75	1083 16	5744 83		123	\$4 50.
2231 25	383 25	20 00	147 59	2782 09		78	Free.
1011 01			184 07	1195 08	15 96	45	do
4400 00			79 59	4479 59		189	do to residents of City.
600 00				600 00	10 59	21	do
1400 00		79 30	40 83	1520 13	31 44	64	\$2 00.
550 00	55 30		157 14	762 44	38 86	29	Free.
1080 00	21 48	20 12	283 72	1405 32	270 18	47	do
1500 00			91 85	1591 85		56	do
842 46	8 07		260 58	1111 11	8 12	41	do
2685 00	25 38	30 00	6934 95	9675 33	3 91	129	do
1553 77	50 00		286 09	1889 86		64	do
800 00	948 41	24 00	328 36	2100 77		37	do
1509 50	14 55		138 57	1662 62	236 69	77	\$4 00.
958 00	45 28	36 00	74 39	1113 67	1 70	32	\$2 00.
1957 25	171 83	20 00	96 53	2245 61		51	Free.
1546 00	1395 70	192 96	64 06	3198 72		46	do

TABLE G.—The

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1873.	Legislative Grant.		Local Sources.			Total receipts.
			For Masters' salaries.	For maps, prizes, &c.	Municipal grants.	Fees.	Other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Oakwood.....	Victoria.....		400 00		400 00			1046 20
Omemece.....	do.....	86 52	642 00		378 50	4 00	30 20	1141 22
Orangeville.....	Wellington.....	62 78	400 00	41 02	700 00			1203 80
Osborne.....	Russell.....	143 51	400 00		200 00		120 00	863 51
Oshawa.....	Ontario.....	50 25	894 00		1030 17			1974 42
Ottawa.....	City.....	9 99	853 50	25 00	22654 13	1269 50	8160 86	32972 98
Owen Sound.....	Grey.....		1355 00		677 50		155 90	2188 40
Pakenham.....	Lanark.....	154 68	400 00		200 00		325 00	1079 68
Paris.....	Brant.....		534 50		1469 21	12 00		2015 71
Parkhill.....	Middlesex.....	18 86	412 50		916 25		23 00	1370 61
Pembroke.....	Renfrew.....		400 00		200 00		578 38	1178 38
Perth.....	Lanark.....		874 00	15 00	675 32	257 00		1821 32
Peterboro'.....	Peterboro'.....	67 98	2369 50	8 85		475 00	5602 00	8523 33
Pictou.....	Prince Edward.....	966 57	1103 50	11 00	851 75			2932 82
Port Dover.....	Norfolk.....		400 00		200 00		275 00	875 00
Port Perry.....	Ontario.....	29 00	667 00		1383 50		34 00	2113 50
Port Rowan.....	Norfolk.....	0 12	400 00		300 00		101 23	801 35
Port Hope.....	Durham.....	146 10	1091 00	28 23	1056 00	694 00	6 93	3022 26
Prescott.....	Grenville.....	273 95	618 50	10 00	832 41			1734 86
Renfrew.....	Renfrew.....		400 00		194 34		200 00	794 34
Richmond Hill.....	York.....	987 19	400 00		700 00		110 16	2197 35
Sarnia.....	Lambton.....		725 50		1132 75		22 00	1880 25
Scotland.....	Brant.....		400 00		283 00		1098 24	1781 24
Simcoe.....	Norfolk.....		536 50		1223 18			1759 68
Smith's Falls.....	Lanark.....		481 00		813 48	100 50		1394 98
Smithville.....	Lincoln.....	5 08	425 00		450 00	120 00	87 63	1087 71
Stirling.....	Hastings.....	119 37	400 00		300 00			819 37
Stratford.....	Perth.....		895 00	55 65	491 12		1014 20	2455 97
Strathroy.....	Middlesex.....	47 68	327 25		4963 43		102 00	5440 36
Streetsville.....	Peel.....	361 75	400 00	45 00	310 00		59 00	1175 75
St. Catharines.....	Lincoln.....	765 23	3008 00	14 00	1800 00	1566 50		7153 73
St. Mary's.....	Perth.....		871 00		6200 00			7071 00
St. Thomas.....	Elgin.....		765 00		1023 09			1788 09
Sydenham.....	Frontenac.....		400 00	35 38	200 00		1030 00	1665 38
Thorold.....	Welland.....	100 00	400 00		627 00			1127 00
Toronto.....	City.....	270 75	2884 50	99 75	1846 79	3812 38	307 81	9221 98
Trenton.....	Hastings.....		395 50		4997 75			5393 25
Uxbridge.....	Ontario.....	6 04	606 00	3 00	991 00			1606 04
Vankleekhill.....	Prescott.....		398 00	9 00	2099 00		9 00	2515 00
Vienna.....	Elgin.....		562 00		406 00		0 06	968 06
*Walkerton.....	Bruce.....	16 06	400 00		700 00			1116 06
Wardsville.....	Middlesex.....	9 62	446 50	11 00	578 50		11 00	1056 62
Waterdown.....	Wentworth.....	62 25	686 00	33 00	814 50	238 65	33 00	1867 40
Welland.....	Welland.....		422 50		1295 71	22 00		1740 21
Weston.....	York.....	0 04	370 00	25 00	2045 13		28 00	2468 17
Whitby.....	Ontario.....		1542 00	20 00	1723 74			3285 74
Williamstown.....	Glengarry.....	399 53	398 00	26 00	930 54		60 95	1815 02
Windsor.....	Essex.....		449 00		1351 00			1800 00
Woodstock.....	Oxford.....	23 50	876 50	14 70	1438 25	333 00	189 91	2875 86
Total for 1874.....	1874.....	12585 88	†75553 75	1320 71	137801 33	19022 93	52675 54	298960 14
Total for 1873.....	1873.....	13259 50	76126 75	1337 54	96650 69	19798 98	39627 42	246800 88
Increase.....					41150 64		13048 12	52159 26
Decrease.....		673 62	573 00	16 83		776 05		

* Estimated.

† To the above \$75553.75 must be added \$1620 paid to Meteorological Stations.

High Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.							
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.	Number of pupils attending.	Fees per term of three months per pupil.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
1000 00			46 20	1046 20		34	Free.
1050 70	15 74		30 83	1097 27	43 95	69	do to residents of County.
933 33	117 14	82 04		1132 51	71 29	50	do
685 10	38 50		107 66	831 26	32 25	21	do
1741 70	71 85		160 87	1974 42		94	do
5887 50	22997 48	50 00	3994 72	32929 70	43 28	88	\$6 00, \$4 00, and \$2 00.
2150 00			38 40	2188 40		173	Free.
975 00	27 65	11 20	39 70	1053 55	26 13	33	do
1550 00	119 29		346 42	2015 71		68	do to residents; \$3 00 pupils
1277 50	3 00	23 00	46 71	1350 21	20 40	48	[of other Counties.
900 00	211 50	10 00	56 88	1178 38		44	do
1450 00	180 00	30 00	161 32	1821 32		94	\$4 00.
5555 00	180 00	210 53	2142 33	8087 86	435 47	227	\$0 75.
1868 75	134 09	22 00	231 28	2256 12	676 70	103	Free.
875 00				875 00		27	do
1550 00	348 00	100 00	76 00	2074 00	39 50	94	do
700 00	101 23		0 12	801 35		30	do
2600 00		56 46	217 67	2874 13	148 13	93	\$2 00 and \$3 00.
1505 34	17 64	20 00	125 29	1668 27	66 59	54	Free.
700 00	20 00		74 34	794 34		15	do
1100 00	250 26		179 67	1529 93	667 42	41	do
1500 00	62 37	40 50	277 38	1880 25		98	do
766 25			1014 99	1781 24		36	do
1325 00	104 84	20 00	309 84	1759 68		53	do to residents and \$3 00
1267 00			127 98	1394 98		49	\$0 75.
995 00	67 86		24 85	1087 71		56	\$2 00.
682 00			56 00	738 00	81 37	27	Free.
1700 00	25 35	111 30	270 52	2107 17	348 80	89	do
1431 41	3227 59	36 68	429 60	5125 28	315 08	92	do
900 00	128 87	90 00	45 79	1164 66	11 09	30	do
5133 33	1030 70	28 00	644 76	6836 79	316 94	189	\$3 00.
1250 00	5179 49		267 67	6697 16	373 84	104	Free.
1650 00	23 66		114 43	1788 09		104	do
1016 00	242 59	76 48	262 91	1597 98	67 40	35	do
1025 00	2 00		100 00	1127 00		48	do
6624 92	695 39	199 51	1702 16	9221 98		237	\$5 00, \$4 37, \$4 00.
800 00	4200 00	4 00	89 25	5093 25	300 00	44	Free.
1525 00		6 00	67 92	1598 92	7 12	83	do
943 36	1500 00	18 00	17 74	2479 10	35 90	45	do
878 00		20 00	70 06	968 06		46	do
800 00	200 00		116 06	1116 06		49	do
967 00		22 00		989 00	67 62	47	do
1400 00	9 04	66 00	93 56	1568 60	298 80	68	\$1 50.
1192 35	84 50		463 36	1740 21		74	\$2 00.
1843 00	264 73	50 00	288 67	2446 40	21 77	56	Free.
2650 00	75 22	40 00	520 52	3285 74		144	do
1352 30		62 45	114 01	1528 76	286 26	47	do
1800 00				1800 00		53	do
2400 00		29 40	352 77	2782 17	93 69	92	\$1 00.
179946 29	63684 43	3323 28	39639 52	286593 52	12366 62	7871	
165358 08	32939 86	3402 56	32514 50	234215 00	12585 88	8437	
14588 21	30744 57		7125 02	52378 52			
		79 28			219 26	566	

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.										
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Trigonometry.
†Alexandria		30	30	30	12		4	30	22	9	
Almonte		66	66	66	66		27	66	61	31	
Arnprior		44	44	44	44		30	44	35	6	2
Aylmer		46	46	46	46	3	20	46	46	15	1
Barrie	61	61	12	61	52		10	61	39	35	
Beamsville		62	40	62	62		62	62	55	10	2
Belleville	100	100	100	100	100	42	24	100	84	34	
Berlin		45	45	45	42	45	35	45	41	33	1
Bowmanville		75	75	75	40		20	75	75	75	
Bradford		37	37	37	20		4	37	32	10	
Brampton		63	27	63	63	11	9	62	59	22	1
Brantford	150	150	150	150	133	40	38	155	128	75	1
Brighton		21	29	29	29	9		29	5	4	
Brockville		75	75	75	75	65	70	75	75	20	7
Caledonia		56	56	56	56		26	56	56	26	
Campbellford		19	19	19	19	19		19	14	11	
Carleton Place		34	34	34	34			34	34	23	
Cayuga		57	57	57	57		16	57	40	20	
Chatham		54	54	54	54		15	54	28	9	
Clinton	62	62	62	62	62	62	25	62	38	38	3
Cobourg		141	89	161	75	38	25	85	78	75	12
Colborne		29	29	29				29	29	10	
Collingwood		73	71	73	73	65	10	73	73	73	
Cornwall		43	43	43	43	43	22	43	33	33	
Drummondville		25	25	25	12		12	25	24	12	
Dundas		87	87	87	87	87	87	87	87	48	
Dunnville		51	51	51	51	40	20	51	23	15	
Elora		67	67	67	67	52	12	67	58	56	1
Farmersville		51	51	51	51	51	51	51	51	27	9
Fergus	40	40	40	40	40	25	16	40	38	24	2
Fonthill		26	26	26	26	2	5	26	10	8	
Galt		303	144	303	300	111	36	303	150	121	15
Gananoque	54	61	61	61	61	61		61	40	22	4
Goderich		71	71	71	71		37	71	55	30	
Grimsby		42	42	42	40		42	42	36	19	
Guelph	45	45	45	45	45	45	42	45	45	45	
Hamilton		435	435	435	350	210	260	435	345	345	32
Hawkesbury	34	34	34	34	34	34	12	34	34	15	
Ingersoll		86	86	86	50		40	86	86	56	5
Iroquois		106	106	106	98		20	106	106	51	
Kemptville		64	64	64	64	45	10	64	50	34	
Kincardine	68	68	68	68	49		19	68	68	33	8
Kingston	123	123	46	123	123	6	44	123	98	67	
Lindsay		78	78	78	78	30	50	78	64	42	3
Listowel		45	45	45	45		23	45	45	45	
London	189	189	189	189	189	189	156	189	189	88	4
L'Orignal		21	21	21	21		4	21	15	3	
Markham		64	64	64	40		12	64	55	40	
Metcalfe		29	29	29	29		9	29	29	19	
Mitchell		42	32	47	37	30	33	47	47	24	

NOTE.—In Galt there are 36 in the 5th Form, and 14 in the 6th Form. In Hamilton there are 44 in the 4th and 5th Forms. In Peterboro' there are 6 higher than the 4th Form.

† Estimated—no report.

High Schools.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

SUBJECTS.													CLASSIFICATION.							
In Mensuration.	In History.	In Geography and Astro- nomy.	In Natural Philosophy.	In Chemistry and Agricul- ture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	English Course.				Classical Course.			
													First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
.....	28	28	1	1	.....	.....	.....	9	.....	3	1	.....	3	4	.....	.....	3	.....	.....	.....
.....	66	66	.....	53	10	.....	.....	20	.....	29	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	44	44	.....	.....	.....	.....	.....	30	.....	8	4	.....	16	7	2	.....	9	4	5	1
17	46	46	21	15	25	.....	.....	21	6	17	3	.....	47	12	.....	.....	8	6	3	.....
.....	61	61	4	.....	27	.....	.....	30	.....	32	3	.....	20	9	.....	.....	18	.....	10	4
10	40	62	12	.....	.....	.....	.....	3	1	40	2	.....	12	.....	5	.....	30	15	.....	.....
20	100	100	100	22	22	.....	.....	32	.....	31	4	22	47	17	5	.....	23	4	.....	4
35	38	43	.....	35	.....	.....	.....	6	15	10	6	.....	33	.....	2	1	1	3	3	3
20	75	75	25	.....	20	20	.....	40	.....	19	7	.....	22	25	9	.....	.....	7	9	3
.....	32	37	6	.....	.....	.....	.....	10	.....	14	2	.....	17	3	1	.....	7	5	4	.....
.....	63	63	13	10	21	.....	.....	37	.....	27	10	.....	6	10	20	.....	12	8	4	3
22	128	155	38	5	106	36	.....	42	6	92	28	.....	2	31	2	1	36	37	10	9
.....	18	20	1	.....	1	11	.....	11	1	20	4	.....	.....	1	.....	.....	23	4	2	.....
75	75	75	35	35	75	15	.....	40	3	40	.....	.....	8	20	7	.....	20	14	6	.....
5	56	56	5	5	26	26	.....	.....	.....	7	.....	.....	22	15	12	.....	3	4	.....	.....
.....	19	19	3	.....	.....	6	.....	6	.....	4	.....	.....	15	.....	.....	.....	4	.....	.....	.....
34	34	34	34	.....	.....	.....	.....	.....	.....	8	6	.....	14	10	10	.....	2	1	5	.....
4	57	57	3	.....	.....	6	.....	14	.....	28	4	.....	12	17	.....	.....	22	6	.....	.....
28	54	54	10	.....	.....	.....	.....	16	.....	14	7	.....	22	13	5	.....	.....	8	4	2
35	62	62	30	62	62	62	.....	31	8	33	18	.....	17	12	.....	.....	11	15	5	2
10	79	75	25	9	6	6	.....	51	14	130	71	.....	20	18	25	10	36	41	18	13
.....	28	29	2	.....	.....	.....	.....	22	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	73	73	17	.....	34	.....	.....	46	9	64	10	.....	3	6	.....	.....	31	33	.....	.....
.....	43	43	9	.....	33	.....	.....	13	.....	19	3	.....	8	6	.....	.....	8	9	2	.....
.....	25	25	.....	.....	12	.....	.....	12	.....	10	7	.....	9	6	.....	.....	3	3	4	.....
87	87	87	.....	87	87	.....	.....	26	.....	22	6	.....	43	10	12	.....	5	12	4	2
.....	51	51	6	4	.....	12	.....	12	9	29	6	.....	20	1	.....	1	13	10	1	5
23	62	67	48	48	48	48	.....	25	7	67	7	.....	.....	.....	.....	.....	23	21	17	10
51	51	51	51	51	51	51	.....	12	.....	19	4	.....	23	22	2	4	4	10	5	.....
12	40	40	10	26	24	20	.....	21	1	14	.....	.....	14	4	8	.....	4	5	5	.....
16	26	26	6	.....	26	26	.....	5	2	12	1	.....	6	8	.....	.....	9	2	.....	1
36	135	303	111	36	24	33	.....	243	75	229	51	253	.....	.....	.....	.....	25	28	25	26
61	61	61	18	61	46	.....	.....	18	.....	21	4	.....	17	23	.....	.....	16	1	2	2
40	71	71	.....	30	.....	.....	.....	29	.....	23	2	.....	37	11	.....	.....	19	1	.....	3
20	42	40	5	.....	42	.....	.....	13	.....	12	3	.....	19	10	.....	.....	5	4	2	.....
10	45	45	10	.....	.....	.....	.....	15	22	39	3	.....	.....	6	.....	.....	29	6	4	.....
375	345	435	36	154	154	92	.....	296	64	190	52	.....	104	62	31	19	51	62	62	.....
34	34	34	34	10	34	.....	.....	.....	.....	6	.....	.....	28	.....	.....	.....	6	.....	.....	.....
20	86	86	25	65	50	86	.....	25	8	14	5	.....	38	24	8	2	2	8	2	2
50	100	94	8	2	2	2	.....	15	.....	100	5	.....	3	2	1	.....	64	30	6	.....
10	64	64	2	30	3	34	.....	.....	.....	8	3	.....	37	16	.....	.....	4	3	1	.....
33	66	66	19	.....	14	.....	.....	28	.....	36	11	.....	15	10	7	.....	20	9	4	3
57	123	97	43	.....	43	.....	.....	54	.....	111	41	.....	43	20	20	28	.....	7	5	.....
42	78	78	19	.....	.....	.....	.....	7	.....	39	7	.....	26	6	7	.....	21	8	7	3
10	45	45	13	.....	13	.....	.....	14	.....	23	.....	.....	22	.....	.....	.....	23	.....	.....	.....
132	189	189	156	156	115	.....	.....	41	14	33	9	88	54	52	35	15	12	10	7	4
.....	21	21	.....	10	21	.....	.....	1	.....	3	3	.....	.....	15	3	.....	.....	3	.....	.....
.....	34	30	16	27	27	.....	.....	12	.....	28	8	.....	27	9	.....	.....	15	7	2	4
8	22	22	7	14	8	.....	.....	3	.....	18	1	.....	2	16	.....	.....	1	10	.....	.....
32	47	45	5	8	12	13	.....	8	.....	43	1	.....	4	.....	.....	.....	22	12	3	.....

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.											
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Logic.	In Trigonometry.
Morrisburgh.....		51	51	51	51		22	51	23	18		
Mount Pleasant.....		26	26	26	26		12	26	26	6		
Napanee.....		129	129	129	70	112	32	129	75	22	3	
Newburgh.....	34	64	64	64	64		34	64	51	30		
Newcastle.....		36	37	36	37		9	37	31	16		
Newmarket.....		77	20	77	77	12	20	77	48	35		2
Niagara.....		27	27	27	27		12	27	18	10		
Norwood.....		51	51	51	40		12	51	51	13		1
Oakville.....		46	46	46	46	23	23	46	46	24		1
Oakwood.....		34	34	34	34	34	24	34	34	34		
Omeme.....	69	69	69	47	25	19	25	69	21	21	7	
Orangeville.....	40	50	50	50	50	4	50	50	50	28		
Osborne.....		21	21	21	21	21	6	21	3	6		
Oshawa.....	94	94	94	94	94		12	94	80	60		
Ottawa.....		88	88	88	88	22	8	88	88	88		40
Owen Sound.....	173	173	117	173	114	131	82	173	173	82		3
Pakenham.....		33	33	33	33	17	18	33	14	6		
Paris.....		68	68	68	68		53	68	68	45	23	
Parkhill.....		48	48	48	48		3	47	47	12		
Pembroke.....		44	44	44	44		11	44	19	8		
Perth.....		94	94	94	94		25	94	48	43		8
Peterboro'.....		227	227	227	227	100	120	227	227	227	9	36
Pictou.....		103	103	103	103	85	36	103	97	17		
Port Dover.....	27	27	27	27	18		14	27	17	10		
Port Perry.....		94	94	94	94	80	48	94	80	40		10
Port Rowan.....		30	30	30	18		8	30	17	3		
Port Hope.....		93	93	93	93	93	25	93	93	93		
Prescott.....		54	54	54	54	54	54	54	50	54	1	2
Renfrew.....		15	15	15	15		3	15	15	7		
Richmond Hill.....		41	41	41	25		26	41	30	27		3
Sarnia.....		98	98	98	61	89	86	98	98	45		
Scotland.....		23	16	29	10		4	31	31	6		
Simcoe.....	53	53	53	53	51	31	53	53	53	24		
Smith's Falls.....		49	49	49	49	49	49	49	40	19		14
Smithville.....		56	14	56	50		5	56	16	10		
Stirling.....		27	13	27	27			27	20	7		
Stratford.....		89	89	89	89		15	89	70	18		
Strathroy.....		92	92	92	60	30	50	92	32	25		
Streetsville.....		30	30	30	30	7	22	30	14	8		2
St. Catharines.....		189	37	189	84	57	65	189	189	135		7
St. Mary's.....		104	104	104	104		104	104	104	104		
St. Thomas.....		104	104	104	104	68	36	104	96	49		
Sydenham.....		35	35	35	35		25	35	27	10		
Thorold.....		48	48	48	48	2	10	48	13	8		
Toronto.....	237	237	237	237	237	134	133	237	237	190	36	20
Trenton.....		44	44	44	44		40	44	44	36		
Uxbridge.....		83	83	83	83		83	83	83	83		8
Vankleekhill.....		37	45	45	37		20	45	30	20		
Vienna.....		46	46	46	46	46		46	46	25		
Walkerton.....		49	49	49	49		30	49	43	28		

High Schools.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

SUBJECTS.												CLASSIFICATION.								
In Mensuration.	In History.	In Geography and Astro- nomy.	In Natural Philosophy.	In Chemistry and Agricul- ture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	English Course.				Classical Course.			
													First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
18	51	51	10	20	12	20	...	25	...	23	6	...	18	10	...	...	13	10	...	...
4	26	26	...	...	...	5	...	8	1	9	2	...	10	7	...	...	6	3	...	...
15	129	129	17	54	75	...	...	33	...	49	14	...	33	27	20	...	11	...	37	1
64	64	64	34	...	64	30	...	12	...	23	3	30	20	14	...	...	4	27	...	...
...	35	35	...	...	25	...	...	18	...	20	2	13	14	3	...	...	10	6	4	...
13	77	77	14	12	...	12	...	35	...	45	12	...	12	13	7	...	10	21	14	...
...	27	27	...	...	...	...	...	16	...	15	2	...	...	...	...	...	...	...	...	...
4	51	51	3	22	12	20	...	17	...	43	...	...	...	...	...	...	...	...	...	...
10	46	46	22	...	13	...	...	23	13	24	8	...	6	14	4	...	10	9	5	...
34	34	34	34	34	34	...	...	8	1	10	2	...	12	12	...	...	10	...	...	...
21	45	45	9	47	7	...	...	28	...	22	7	...	7	12	28	...	13	6	3	...
25	50	50	6	...	...	30	...	10	...	17	2	...	19	15	...	...	5	5	6	...
21	21	21	5	...	...	19	...	5	...	4	...	...	12	9	...	...	...	...	...	...
...	90	94	...	80	20	...	...	22	...	42	6	...	40	12	...	...	24	12	3	3
40	88	88	...	...	...	...	...	57	16	88	56	...	...	...	...	...	26	22	23	17
173	173	173	23	28	34	14	...	43	13	91	18	...	52	23	5	2	57	18	9	7
22	33	33	31	11	4	11	...	18	...	29	1	...	7	...	...	...	21	...	5	...
68	68	68	68	...	68	48	...	25	...	66	6	68	1	2	...	...	28	30	6	1
8	47	47	14	...	...	14	...	22	...	11	5	...	15	12	...	...	11	6	4	...
...	44	44	4	...	...	...	...	...	...	11	1	...	29	4	...	...	6	5	...	...
25	94	94	15	23	19	19	...	36	...	59	10	...	18	14	3	...	41	7	6	5
36	155	200	150	100	86	...	...	210	34	158	40	...	1	43	25	...	80	33	20	19
...	103	103	12	55	55	55	...	43	6	63	2	...	27	16	8	1	40	14	8	1
20	24	27	8	2	...	...	...	18	...	13	4	...	...	...	...	...	6	7	11	2
55	66	94	80	50	90	60	...	20	...	42	12	...	24	15	8	5	19	7	12	4
3	26	30	...	1	...	...	...	12	...	5	2	...	25	...	...	...	5	...	...	...
...	72	93	24	...	30	45	...	42	...	30	10	47	28	22	13	...	8	6	8	8
20	54	54	38	30	...	30	...	20	...	16	6	...	28	10	...	...	4	3	9	...
...	15	15	...	15	...	...	...	3	...	4	3	...	...	...	...	...	...	...	...	...
...	41	41	12	...	...	...	...	6	...	22	6	...	13	2	4	...	9	3	7	3
48	98	98	39	40	49	68	...	62	...	25	6	...	47	17	9	...	8	7	6	4
...	24	31	...	2	...	...	...	8	...	31	...	...	...	...	...	...	18	10	3	...
53	53	53	20	25	...	40	...	22	...	34	4	...	7	4	4	...	24	8	4	2
49	49	49	14	49	...	...	...	20	...	...	...	...	24	25	...	...	...	...	...	...
12	56	24	4	...	20	...	...	...	...	16	4	...	11	12	...	3	15	3	2	...
...	27	27	...	...	...	...	...	10	...	7	2	...	...	...	...	...	...	...	...	...
43	89	89	43	...	43	...	...	56	...	23	7	...	15	25	26	...	2	9	9	3
32	20	80	6	...	...	...	...	8	...	26	4	...	57	35	...	...	...	...	...	...
3	30	30	3	...	12	3	...	9	...	8	2	...	9	10	3	...	4	1	...	3
27	189	106	12	25	...	...	...	61	15	112	20	...	30	20	14	13	49	36	19	8
104	104	104	50	50	...	...	...	38	...	54	11	...	20	14	6	3	28	14	10	9
36	104	104	...	36	36	36	...	27	...	42	12	...	38	18	6	...	25	8	9	...
...	35	35	21	9	...	...	...	12	...	15	4	...	...	...	...	...	...	...	...	...
...	22	48	3	2	2	2	...	8	...	15	3	...	15	18	...	...	10	...	5	...
20	237	237	40	40	66	66	162	140	70	225	37	...	8	4	...	...	155	50	20	...
18	44	44	...	...	...	...	...	20	...	26	2	...	13	5	...	...	10	6	3	7
83	83	83	33	60	80	...	...	35	3	42	13	...	27	14	...	...	23	14	3	2
14	45	45	20	...	...	37	...	12	...	8	5	...	7	18	12	...	1	2	5	...
22	46	46	22	7	12	6	...	13	...	24	5	12	6	14	2	...	3	14	7	...
49	49	49	...	...	...	49	...	27	...	30	6	...	5	8	6	...	16	4	8	2

TABLE II.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.											
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Logic.	In Trigonometry.
Wardsville		47	47	47	47	6	16	47	37	28	6	.....
Waterdown		68	68	68	68	.....	12	68	68	16	.....	1
Welland.....		74	74	74	60	9	8	74	20	18	.....	.....
Weston	56	56	56	56	10	.....	10	56	35	22	.....	1
Whitby		144	144	144	90	85	16	144	136	59	.....	.....
Williamstown		47	47	47	.....	.....	4	47	27	16	7	.....
Windsor.....	53	53	53	53	53	.....	15	53	53	53	.....	7
Woodstock		92	92	92	66	.....	38	92	35	18	.....	.....
<hr/>												
Total for 1874	1375	7777	7059	7802	6805	2880	3320	7754	6365	4151	274	279
Do 1873	1963	8445	7999	8356	7489	3397	3524	8261	6621	3974	390	201
<hr/>												
Increase										177	.....	78
Decrease	588	668	940	554	684	517	204	507	256	.....	116	.....

High Schools.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

SUBJECTS.													CLASSIFICATION.							
In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	English Course.				Classical Course.			
													First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
3	47	47	5	4	.....	.....	.....	7	2	27	4	.....	20	.....	.....	.....	19	8	.....	.....
20	68	68	3	2	2	1	.....	17	.....	32	4	.....	24	8	.....	.....	26	10	.....	.....
.....	22	70	3	15	23	12	.....	12	2	12	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	40	56	15	10	.....	25	.....	22	.....	18	6	.....	15	5	.....	.....	20	10	6	.....
22	144	144	10	85	125	.....	.....	89	14	90	33	.....	20	12	20	2	25	25	26	14
18	47	47	31	.....	17	39	.....	.....	.....	18	6	.....	16	9	4	.....	.....	10	8	.....
20	53	53	.....	10	.....	53	.....	33	.....	53	6	.....	6	.....	.....	.....	.....	.....	.....	.....
32	90	90	32	.....	31	.....	.....	43	7	25	4	.....	22	23	22	.....	9	7	5	4
2918	7033	7461	2097	2012	2256	2124	162	3111	462	3942	898	533	1880	1193	504	110	1637	1023	638	238
2654	7557	7163	2301	2309	2792	2026	196	2847	372	4077	897	558	3247	2546	1543	100	2968	1749	386	288
264	.....	298	.....	.....	98	.....	.....	264	90	.....	1	.....	.....	.....	.....	10	.....	.....	252	.....
.....	524	.....	204	297	536	.....	34	.....	.....	135	.....	.....	1367	1353	1039	.....	1331	726	.....	50

TABLE H.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone, or frame.	When built	Freehold, leased, or rented.	Size of playground.	Estimated value of school house and site.	Schools under united boards.	Year when school was first opened.	Number of maps in school.
Alexandria	Frame	1865	Rented	$\frac{1}{2}$ acre	\$ 400	1	1865	14
Almonte	Stone	1868	Freehold	$1\frac{1}{4}$ "	6000	1	1872	12
Arnprior	Frame	1862	Rented	"	"	1	1864	10
Aylmer	Brick	1870	Freehold	4-5 "	6000	1	1873	16
Barrie	Brick	1850	Freehold	4 "	2500	"	1843	12
Beamsville	Brick	1857	Freehold	2 "	2500	1	1847	12
Belleville	Brick	1872-3	Freehold	$1\frac{1}{2}$ "	22000	1	1840	20
Berlin	Frame	1853	Rented	$\frac{1}{2}$ "	900	"	1855	10
Bowmanville	Brick	1856	Freehold	1 "	8000	1	"	50
Bradford	"	"	"	"	"	"	1860	8
Brampton	Brick	'56-68	Freehold	$1\frac{1}{2}$ "	8000	"	1856	19
Brantford	Brick	1868	Freehold	3-5 "	2500	"	'51 or '2	20
Brighton	Brick	1860	Freehold	$1\frac{1}{4}$ "	3000	1	1850	37
Brockville	Stone	1855	Freehold	$\frac{1}{2}$ "	16000	1	1818	83
Caledonia	Brick	1840	Freehold	1 "	4000	1	1853	12
Campbellford	Brick	1872	Freehold	$1\frac{1}{2}$ "	8000	1	1874	"
Carleton Place	Stone	1870	Freehold	1 "	7000	1	1853	12
Cayuga	Brick	1872	Freehold	$\frac{1}{2}$ "	5000	"	1851	14
Chatham	Brick	1855	Freehold	2 "	10000	"	1856	12
Clinton	Brick	1870	Rented	1 "	7000	"	1866	12
Cobourg	Brick	1855	Rented	$\frac{1}{2}$ "	"	"	1820	16
Colborne	Brick	1859	Freehold	1 "	2000	"	1857	"
Collingwood	Brick	1874	Freehold	1 "	6000	"	1857	13
Cornwall	Brick	1806	Freehold	1 "	2000	"	1806	19
Drummondville	Frame and 1 Brick	1833	Freehold	2 "	4000	"	1856	25
Dundas	Brick	1855	Freehold	$\frac{1}{2}$ "	"	1	1855	16
Dunnville	Brick	1870	Freehold	$\frac{1}{2}$ "	3000	"	1869	20
Elora	Stone	'57-70	Rented	3-5 "	3000	"	1851	15
Farmersville	Stone	1859	Freehold	$\frac{1}{2}$ "	7000	1	1861	12
Fergus	Stone	1866	Freehold	$\frac{1}{2}$ "	3500	1	1865	20
Fonthill	Frame	1863	Rented	"	"	"	1863	14
Galt	Stone	'52-74	Freehold	7 "	22000	"	1852	36
Gananoque	Stone	1858	Freehold	$\frac{1}{2}$ "	6000	1	"	20
Goderich	Brick	1850	Rented	$\frac{1}{2}$ "	"	"	1841	12
Grimsbv	Frame	1859	Freehold	$\frac{1}{2}$ "	700	"	1857	12
Guelph	Stone	1847	Freehold	4 "	5000	1	1842	23
Hamilton	Stone	1866	Freehold	$\frac{1}{2}$ "	16000	1	"	16
Hawkesbury	Brick	1872	"	$1\frac{1}{2}$ "	6000	1	1873	25
Ingersoll	Brick	"	Freehold	3 "	20000	1	1850	"
Iroquois	Stone	1845	Leased	1 "	4000	"	1846	20
Kemptville	Stone	1842	Freehold	$\frac{1}{2}$ "	300	1	1842	16
Kincardine	Brick	1872	Freehold	1 "	7000	1	"	20
Kingston	Stone	1852	Freehold	$1\frac{1}{2}$ "	6000	"	1792	24
Lindsay	Brick	1862	Freehold	6 "	15000	1	1854	12
Listowel	Frame	1873	Rented	$\frac{1}{2}$ "	1200	"	1873	22
London	Brick	1849	Freehold	5 "	16880	1	'34, '72	36
L'Orignal	Stone	1852	Freehold	1 "	1200	"	1822	15
Markham	Frame	1850	Freehold	2 "	"	"	1858	12
Metcalfe	Frame	1872	Rented	6 "	"	"	1863	7
Mitchell	Brick	1872	Freehold	$\frac{1}{2}$ "	3600	"	1873	14

High Schools.

INFORMATION.

Number of globes in school.	Estimated value of library books, maps and furniture.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils matriculated at any university.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of masters engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
2	\$ 100								1	C. H. Connon.
1	1000		1		1			3	2	Peter C. McGregor, B.A., <i>Queen's</i> .
	200		1				1		2	W. C. Middleton, B.A., <i>Toronto</i> .
1			1		2		3	14	2	Wm. M. Noble, B.A., <i>Cambridge</i> .
1						12			2	H. B. Spotton, M.A., <i>Toronto</i> .
1	266	1	1	2	8	1	2	3	2	Wm. Houston, M.A., <i>Toronto</i> .
1	100				5	1	1	6	3	R. W. Dawson, B.A., <i>Trinity, Dublin</i> .
4		1	1		6	5	2	8	2	James W. Connor, B.A., <i>Toronto</i> .
		1	1		1				3	Wm. Oliver, B.A., <i>Toronto</i> .
1	750		1	2	6	3	4	5	1	A. Sinclair, M.A., <i>Toronto</i> .
1	200	1	1	3	11	8	3	24	2	Wm. E. Perdue, <i>Toronto</i> .
3	250				2			4	4	James Mills, M.A. <i>Victoria</i> .
1	300		1		6	3	6	10	1	W. M. Elliott, M.A., <i>Victoria</i> .
2	450	1	1		6	4	3	7	2	L. Hamilton Evans, B.A., <i>Trinity</i> .
									2	John King, M.A., LL.D., <i>Trinity, Dublin</i> .
2		1	1						1	B. M. Brisbin, B.A., <i>Albert</i> .
2	1300				4	4	2	12	2	Rev. F. F. Macnab, B.A., <i>Queen's</i> .
	175	1	1			2		6	2	L. G. Morgan, B.A., <i>Trinity</i> .
1	100	1	1	2	3		2	4	2	John B. Rankin, B.A., <i>Toronto</i> .
2			1	3	5	4		16	2	James Turnbull, B.A., <i>Toronto</i> .
2		1	1	14	5	10	9	27	4	D. C. McHenry, B.A., <i>Victoria</i> .
			1						1	Alex. Dawson, B.A., <i>Toronto</i> .
1		1	1	1	1		8	13	2	Wm. Williams, B.A., <i>Toronto</i> .
1	50		1	1	1		2	2	2	Jas. Smith, A.M., <i>Marischal, Aberdeen</i> .
1	200	1	1	2					1	Andrew McCulloch, M.A., <i>Queen's</i> .
									2	Dion C. Sullivan, LL.B., <i>Toronto</i> .
1			1	1	5	2			3	Richard W. Young, B.A., <i>Victoria</i> .
1	700	1	1	2	6	7	4	8	2	J. Murison Dunn, B.A., LL.B., <i>Toronto</i> .
									2	Alex. D. Cruickshank, B.A., <i>Toronto</i> .
1	200	1	1	1		3		15	2	John Thompson, A.B., <i>Queen's</i> .
1	650		1		4				1	Alex. Carlyle, B.A., <i>Toronto</i> .
3	250	1			3	6	1	2	15	Wm. Tassie, M.A., LL.D., <i>Toronto</i> .
7	600		1	7	22	3	15	28	2	J. Lawton Bradbury, M.A., <i>Trinity</i> .
		1	1	1	5		2		2	Hugh J. Strang, B.A., <i>Toronto</i> .
2	150		1		1		3	3	2	W. M. Nichols, B.A., <i>Trinity</i> .
2	50	1	1		2	6		1	2	Alfred M. Lafferty, M.A., <i>Toronto</i> .
2	200	1	1		8	3			9	George Dickson, B.A., <i>Victoria</i> .
3	1400	1	1	3	40	4	20	25	2	Archibald P. Knight, M.A., <i>Queen's</i> .
2	650	1	1	1	3	1	7	2	2	Thomas F. McIntyre, M.A., <i>Albert</i> .
2	100	1	1		5	4	8		2	W. A. Whitney, M.A., <i>Victoria</i> .
2	200	1	1	1	5	20	3	4	1	James Christie, A.M., <i>Aberdeen</i> .
1			1						2	James E. Burgess, B.A., <i>Queen's</i> .
		1	1	1	3	2		9	5	Samuel Woods, M.A., <i>Toronto</i> .
2	600	1	1	17	30	10	15	12	2	Robert Dobson <i>Certificate</i> .
1	400		1		6	2	3	4	2	Fergus Black, B.A., <i>Toronto</i> .
1	100		1		2			6	4	Benj. Bayly, A.B., <i>Trinity, Dublin</i> .
4	2750	1	1		11			10	1	N. J. Wellwood, B.A., <i>Toronto</i> .
4	250	1	1		2	2	3	5	2	Edward T. Crowle, M.A., <i>Giessen, Germany</i> .
1		1	1	1	5	10		12	1	John R. Ross, M.A., B.D., <i>Victoria</i> .
									1	H. B. Houghton, B.A., <i>Trinity, Dublin</i> .
2	280	1	1		12	3	1	14		

TABLE H.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone, or frame.	When built.	Freehold, leased, or rented.	Size of playground.	Estimated value of school-house and site.	Schools under united boards.	Year when school was first opened.	Number of maps in school.
Morrisburgh.....	Brick	1862	Freehold	1½ acres	\$ 6000	1	1864	10
Mount Pleasant	Concrete	1855	Freehold	1½ "	2600	1	1860	19
Napanee	Brick	1865	Freehold	2 "	15000	1	1850	20
Newburgh	Stone	1872	Freehold	1½ "	2500	1	1844	11
Newcastle	Brick	1862	Freehold	1 "	5000	1	1862	9
Newmarket	Brick	1853	Freehold	4-5 "	1200		1853	34
Niagara	Brick	1858	Rented	1 "			1828	20
Norwood	Brick	1854	Freehold	1 "	5000	1	1854	16
Oakville	Brick	'52, '74	Freehold	1 "	6000	1	1854	20
Oakwood	Frame	1857	Freehold	1 "	2200	1	1857	7
Omemece.....	Frame	1860	Freehold	1½ "	2000	1	1860	11
Orangeville	Brick	1871	Freehold	1 "			1864	24
Osborne	Stone	1868	Freehold	1 "	2000	1	1865	14
Oshawa	Brick	1865	Freehold	1 "	9000	1	1866	13
Ottawa	Frame	1861	Rented				1843	26
Owen Sound	Stone	'59, '70	Freehold	1 "	10000	1	1856	30
Pakenham	Frame	1866	Freehold			1	1863	10
Paris	Brick					1		26
Parkhill	Brick	1873	Freehold	1 "	6500	1	1872	12
Pembroke	Brick	1857	Freehold	1 "	2300	1	1854	9
Perth	Stone	1852	Freehold	1 "		1	1830	12
Peterboro'	Brick	1859	Freehold	2 "	25000	1	1827	50
Pictou	Brick	1871	Freehold	1½ "	7000	1	1846	20
Port Dover	Brick	1856	Freehold	1½ "	6000	1	1856	14
Port Perry	Brick	1873	Rented	1½ "	10000	1	1868	16
Port Rowan	Brick	1874	Freehold	2½ "	5500	1	1861	12
Port Hope	Brick	1860	Freehold	1½ "	3000		1856	20
Prescott	Brick	1867	Freehold	3 "	8000	1	1850	25
Renfrew	Frame	1873	Freehold	1 "	5000	1	1851	11
Richmond Hill	Brick	1856	Town Hall	1½ "		1	1853	6
Sarnia	Brick	1856	Freehold	1½ "	6000	1	1844	22
Scotland	Frame	1867	Freehold	1 "	3000	1	1857	8
Simcoe	Brick	1858	Freehold	2 "	10000	1	1835	24
Smith's Falls	Stone	1871	Freehold	1½ "	10000	1	1844	12
Smithville	Frame	1853	Freehold	1 "	1000		1863	14
Stirling	Stone		Freehold			1	1853	10
Stratford	Brick	1856	Freehold	1 "	5000	1	1852	20
Strathroy	Brick	1874	Freehold	1 "	3200		1863	14
Streetsville	Brick	1843	Freehold	1½ "	1500	1	1844	7
St. Catharines	Brick	1828,	Freehold	2 "	16000		1828	20
		'72, '73						
St. Marys	Stone	1858	Freehold	1 "	12000	1	1861	20
St. Thomas	Brick	1872	Freehold	1½ "		1	1853	18
Sydenham	Stone	'72, '73	Freehold	1 "	10000		1873	12
Thorold	Frame	1820	Rented	1 "	1200		1820	20
Toronto	Brick	1871	Freehold	nearly 2 acres	35000		1807	17
Trenton	Brick	'73, '74	Freehold	1½ "	7700	1	1852	16
Uxbridge	Brick	1873	Rented	2½ "	10000	1	1855	21
Vankleek Hill	Brick	1873	Freehold	3 "	2600		1848	3
Vienna	Brick	1862	Freehold	1 "	2500	1	1852	20
Walkerton	Frame	1867	Rented	1 "	300		1872	15

High Schools.

INFORMATION.

Number of globes in school.	Estimated value of library books, maps and furniture.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils matriculated at any university.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of masters engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
	\$									
1	433	1	1	1	4	4	5		2	E. L. Chamberlain, B.A., <i>Albert.</i>
2	900		1	1	1	3		1	1	V. Switzer, B.A., <i>Victoria.</i>
1	450	1	1	1	6	3		1	3	John Campbell, M.A., <i>Victoria.</i>
1		1	1	1	3	4	11	4	2	A. McClatchie, M.A., <i>Victoria.</i>
3	1000	1	1	1	3	1	1	1	1	John R. Wightman, M.A., <i>Toronto.</i>
		1	1	1	4				2	W. R. Nason, B.A., <i>Toronto.</i>
2		1	1		4	4			1	O. J. Brown, B.A., <i>Victoria.</i>
2		1	1		5	5		4	2	John Moore, M.A., LL.B., <i>Victoria.</i>
	200		1		7	1	1		2	Parmenio A. Switzer, B.A., <i>Victoria.</i>
			1		2	1	4		2	Alex. Sims, M.A., <i>Marischal, Aberdeen.</i>
2	100	1	1		6	5	9		2	John Shaw, <i>Certificate.</i>
1	200	1	1		3	1	7	6	2	Wm. A. Douglass, B.A., <i>Victoria.</i>
1	500				2	1		5	1	P. D. L. Dorland, B.A., <i>Albert.</i>
1	1500	1	1		6	6		8	2	W. W. Tamblyn, M.A., <i>Toronto.</i>
2	750	1	1	3	21	1	8		5	J. Thorburn, M.A., <i>McGill.</i>
2	100	1	1	1	8		3		4	Henry De La Matter, <i>Certificate.</i>
			1		2	1		2	2	Wm. H. Law, B.A.
1		1			4	3	2	4	2	J. W. Acres, B.A., <i>Trinity.</i>
1	120		1		3		4		2	W. W. Rutherford, B.A., <i>Toronto.</i>
					5	1			1	R. Geo. Scott, B.A., <i>Toronto.</i>
2		1	1	1	5	5	16		2	H. H. Ross, M.A., <i>Toronto.</i>
2				5	20	15	20	5	5	James B. Dixon, M.A., <i>Wesleyan.</i>
	420	1	1	1	8	4	6	20	3	J. A. Clarke, M.A., <i>Victoria.</i>
1	250		1				2	5	1	James Lumsden, M.A., <i>Aberdeen.</i>
1	600		1		6	2	12		2	D. McBride, B.A., <i>Victoria.</i>
1	400		1		4			6	1	W. Malloy, B.A., <i>Toronto.</i>
2				2	10	2		18	3	Adam Purslow, <i>Certificate.</i>
1	200	1	1		2		6	20	1	Moses McPherson, M.A., <i>Victoria.</i>
1	400	1		3		2	4	7	2	James Crozier, B.A., <i>Toronto.</i>
	100		1						1	William Donald, B.A., <i>Queen's.</i>
3	900	1	1	1	14	6	4	10	2	William Sinclair, B.A., <i>Toronto.</i>
	400		1	1			1		1	Joseph Reid, B.A., <i>Toronto.</i>
2	500	1	1		4		2	8	2	Geo. Grant, B.A., <i>Toronto.</i>
3			1		2	1		10	2	W. Taylor Briggs, B.A., <i>Trinity.</i>
2			1		3	5	2	10	2	Wm. Cruickshank, A.M., <i>Aberdeen.</i>
									1	C. W. Cannon, M.A., LL.D., <i>Aberdeen.</i>
1	500	1	1		5	4		12	2	C. J. McGregor, M.A., <i>Toronto.</i>
1	300	1	1		1	3	3	10	2	D. A. McMichael, B.A., <i>Toronto.</i>
2	100		1		3	3	4		1	Rev. W. S. Westney, M.A., <i>Trinity.</i>
1	1500		1	2	5	6	4	12	6	John Seath, B.A., <i>Queen's, Ireland.</i>
1	500		1		7				2	William Tytler, B.A., <i>Toronto.</i>
2		1	1		8	5		38	2	John Millar, B.A., <i>Toronto.</i>
1	80	1	1					4	2	Rev. Francis L. Checkley, B.A., <i>Toronto.</i>
1	150	1	1		6			5	1	Nelson Burns, B.A., <i>Toronto.</i>
1	1320	1	1	2	26	4	10		8	Arch'd McMurchy, M.A., <i>Toronto.</i>
1	180	1	1	1	8	2	2	1	2	H. M. Hicks, M.A., <i>Toronto.</i>
1	500	1	1	1	5	2	6	12	2	William Dale, M.A., <i>Toronto.</i>
1		1	1		5		4		2	John Maxwell, B.A. <i>McGill.</i>
2	500	1	1						2	E. M. Bigg, M.A., <i>Toronto.</i>
1	215	1	1	1	3		4	2	1	Arnoldus Miller, <i>Certificate.</i>

High Schools.

INFORMATION.

Number of globes in school.	Estimated value of library books, maps and furniture.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils matriculated at any university.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of masters engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
1 1 3 1 1 1 1 1	\$ 200 100 1500 500 350	..... 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1	..... ..... ..... 2 1	3 4 1 6 5 8	4 12 20 12 2 4	..... 4 4 8 3	7 4 8 3 10 8	2 2 2 2 4 2 2 4	
147 160	..... .....	63 63	100 94	99 91	544 502	319 279	321 290	631 622	248 252	Thos. W. Crothers, B.A., <i>Albert</i> . David H. Hunter, B.A., <i>Toronto</i> . Geo. Baptie, M.A., <i>Toronto</i> . John W. Raveill, M.A., <i>Victoria</i> . Geo. H. Robinson, M.A., <i>Toronto</i> . James Y. Cameron, A.M., <i>Queen's</i> . James H. Johnston, M.A., <i>Toronto</i> . Geo. Strauchon, <i>Certificate</i> .
..... 13	..... .....	..... .....	6	8	42	40	31	9 .....	..... 4	

TABLE I.—Certain Results of Meteorological Observations

OBSERVERS :—*Pembroke*—R. G. Scott, Esq., M.A.; *Cornwall*—James Smith, Esq., A.M.; *Barrie*—Goderich—Hugh J. Strang, Esq., B.A.; *Stratford*—Charles J. Macgregor, Esq., M.A.; *Hamilton*—George

Stations.	Pembroke.*	Cornwall.	Barrie.	Peterborough.
Latitude	45° 50	45° 0	44° 25	44° 20
Longitude	77° 10	74° 50	79° 45	78° 25
Height above the sea	423 ft.	175 ft.	779 ft.	670 ft.
BAROMETER.				
<i>Corrected to 32°, and approximately reduced to sea level.</i>				
Annual mean pressure { at 7 a.m.	29.9826	29.5905	29.9559	
at 1 p.m.	29.9594	29.4842	29.9338	
at 9 p.m.	29.9777	29.5781	29.9494	
mean	29.9732	29.5509	29.9464	
Highest pressure	30.763	30.611	30.618	
Date of Highest pressure	December 31st	December 31st	December 31st	
Highest monthly mean pressure	30.0663	29.8016	30.0427	
Month of highest mean pressure	February	December	November	
Lowest monthly mean pressure	29.877	29.1803	29.8329	
Month of lowest mean pressure	June	July	March	
Lowest pressure	28.917	28.555	28.769	
Date of lowest pressure	November 23rd	July 15th	March 9th	
TEMPERATURE.				
Annual means { at 7 a.m.	38° 33	39° 92	38° 875	
at 1 p.m.	46° 98	47° 95	49° 214	
at 9 p.m.	40° 28	41° 90	41° 293	
mean	41° 86	43° 25	43° 127	
Mean maximum	50° 62	55° 49	54° 119	
Mean minimum	27° 89	34° 75	28° 946	
Mean range	22° 73	20° 74	25° 173	
Greatest daily range	51° 5	48° 9	48° 3	
Day of greatest range	February 13th	February 12th	May 15th	
Least daily range	8°	5° 7	6° 8	
Day of least range	January 16th	November 13th	January 8th	
Highest temperature	91° 3	91° 8	97° 1	
Day of highest temperature	August 12th	July 7th	August 12th	
Lowest temperature	-32° 8	-22° 9	-21° 3	
Day of lowest temperature	February 2nd	January 30th	January 30th	
Warmest month	July	July	July	
Mean temperature of warmest month	69° 32	67° 95	69.974	
Coldest month	February	February	February	
Mean temperature of coldest month	15° 72	19° 01	17° 790	
Warmest day	July 15th	July 25th	August 12th	
Mean temperature of warmest day	80° 07	78° 40	82° 26	
Coldest day	January 30th	January 30th	January 30th	
Mean temperature of coldest day	-15° 23	-4° 33	-9° 60	
TENSION OF VAPOUR.				
Annual means { at 7 a.m.	248	264	2403	
at 1 p.m.	271	297	2601	
at 9 p.m.	257	268	2486	
mean	258	276	2497	
Highest monthly mean tension	530	5431	4983	
Month of highest mean tension	July	July	July	
Lowest monthly mean tension	090	1058	090	
Month of lowest mean tension	February	February	February	

* The Reports for certain months were not received from this Station.

at Ten High School Stations, for the Year 1874.

H. B. Spotton, Esq., M.A. ; *Peterborough*—James B. Dixon, Esq., M.A. ; *Belleville*—Alex. Burdon, Esq. ; †
 Dickson, Esq., M.A. ; *Simcoe*—Rev. George Grant, B.A. ; *Windsor*—James H. Johnston, Esq., M.A.

Belleville.	Goderich.	Stratford.	Hamilton.	Simcoe.	Windsor.
44° 10 77° 25 307 ft.	43° 45 81° 42 720 ft.	43° 25 80° 58 1182 ft.	43° 15 79° 57 325 ft.	42° 51 80° 14 716 ft.	48° 20 83° 620 ft.
29° 9924 29° 9724 29° 9806 29° 9818 30° 745 December 31st 30° 050 December 29° 8995 May 29° 047 November 23rd	29° 9772 29° 9665 29° 9681 29° 9706 30° 659 December 31st 30° 0182 February 29° 9102 March 28° 850 November 23rd	29° 9323 29° 9179 29° 9302 29° 9268 30° 563 December 31st 29° 9801 September 29° 8434 March 28° 883 November 23rd	29° 9270 29° 9032 29° 9319 29° 9207 30° 720 March 24th 30° 0579 November 29° 8313 July 28° 853 November 21st	29° 7875 29° 7603 29° 7597 29° 7691 30° 436 December 31st 29° 8490 February 29° 6656 May 28° 805 November 23rd	30° 0387 30° 0165 30° 0309 30° 0287 30° 731 December 31st 30° 0994 December 29° 9573 June 29° 007 November 23rd
39° 286 48° 605 42° 702 43° 531 45° 814 52° 814 34° 311 18° 503 34° 6 April 1st 3° 7 December 23rd 92° 2 August 12th -17° 5 December 15th July 68° 14 February 20° 39 August 12th 78° 76 January 30th -8° 66	43° 668 49° 053 43° 223 45° 315 53° 782 37° 967 15° 815 36° 3 May 12th 2° 3 December 13th 90° 6 July 14th 0° 7 January 31st July 68° 881 February 23° 702 July 14th 80° 47 January 30th 6° 40	39° 63 48° 33 41° 88 43° 28 51° 79 34° 61 17° 18 31° 2 August 19th 3° 7 Oct. 7th, Dec. 12th 87° 5 July 7th, Aug. 12th -2° 8 February 8th July 66° 59 February 22° 03 July 15th 76° 80 January 30th 6° 17	44° 65 52° 15 44° 98 47° 26 55° 11 37° 02 18° 09 49° 6 May 9th 1° 0 June 11th 99° 3 August 12th -2° 0 December 15th July 72° 31 February 25° 76 August 12th 84° 53 December 14th 9° 0	41° 14 54° 78 44° 67 46° 86 58° 41 33° 08 25° 33 56° 0 June 5, Aug. 15 6° 5 November 25th 96° 1 August 12th -7° 5 December 15th July 73° 55 February 24° 19 August 12th 81° 66 January 31st 5° 6	44° 53 54° 70 45° 88 48° 37 57° 92 38° 07 19° 85 44° 8 May 27th 4° 3 February 21st 99° 8 July 7th -3° 5 January 16th July 72° 01 February 26° 45 July 7th 85° 83 January 16th 6° 37
256 305 281 281 537 July 112 Feby., Decr.	2828 3073 2730 2877 5214 July 1159 February	254 278 263 265 503 July 106 February	2853 3366 2931 3050 5182 July 1289 February	2687 3995 3081 3254 6709 July 1182 February	284 315 297 299 561 July 119 February

† Since deceased.

TABLE I.—Certain Results of Meteorological Observations

Stations.	Pembroke.	Cornwall.	Barrie.	Peterborough.
HUMIDITY.				
Annual means { at 7 a.m.		83	87	78.9
{ at 1 p.m.		68	76	64.0
{ at 9 p.m.		82	85	77.4
{ mean		78	83	73.4
Highest monthly mean humidity		89	97	87.1
Month of highest mean humidity		January	January	January
Lowest monthly mean humidity		65	71	60.6
Month of lowest mean humidity		May	May	May
AMOUNT OF CLOUDINESS,				
Annual means { at 7 a.m.		7.1	5.97	5.77
{ at 1 p.m.		7.4	6.55	6.28
{ at 9 p.m.		5.9	5.02	4.54
{ means		6.8	5.85	5.53
Highest monthly mean cloudiness		7.8	8.0	7.14
Month of highest mean cloudiness		March	December	December
Lowest monthly mean cloudiness		5.4	2.8	3.65
Month of lowest mean cloudiness		August	August	August
RAIN AND SNOW.				
Number of rainy days		91	84	82
Duration in hours		526.55		431.45
Depth in inches		21.0118	11.3617	19.1357
Number of snowy days		80	78	69
Duration in hours		635.35		343.35
Depth in inches		105.125	98.75	54.910
Total depth of rain and melted snow		31.5243	21.2367	24.6267
Month of greatest precipitation		July	January	July
Depth in inches		4.3892	4.3705	5.2671
Month of least precipitation		October	April	May
Depth in inches		1.3066	.7820	1.0337

at Ten High School Stations, for the Year 1874.

Belleville.	Goderich.	Stratford.	Hamilton.	Simcoe.	Windsor.
84 76 84 81 91 January 71 May	83.4 74.9 83.4 80.6 89.0 January 72 May	86 69 82 79 91 January 65 May	80.5 73.2 81.9 78.5 86.52 February 66.03 July	85.2 74.4 83.4 81.0 87.46 April 73.12 May	79 61 81 74 83 December 63 May
5.36 5.50 5.15 5.34 7.14 January 3.63 August	6.57 6.11 5.22 5.97 8.47 December 3.60 August	6.1 6.2 4.8 5.7 8.4 December 3.3 August	5.9 5.7 4.8 5.5 7.8 January 2.9 August	4.9 4.6 3.4 4.3 8.3 January 2.0 August	6.3 6.5 5.4 6.1 8.1 January 3.8 August
98 373.05 23.854 49 124.0 68.6 30.714 January 3.742 August 1.520	104 256 18.2570 82 200.5 68.5 25.1070 January 4.0377 July 1.0569	84 435.25 21.9155 68 469.30 111.0 33.0155 January 6.0043 August 7383	62 43 25.4534 January 4.9673 May 7790	55 217.25 19.0013 16 34 32.325 22.2338 January 3.8825 March 0172	59 247 17.7965 27 110 60 23.7965 January 4.5551 October 5650

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	APPLICANTS FOR ADMIS- SION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 50th Session, inclusive.....	7748	3922	3826	718	360	358	7030	3562	3468	3412	2362	1050
Fifty-first Session	185	75	110	.....	.....	.....	185	75	110	88	50	38
Fifty-second Session	162	70	92	10	4	6	152	66	86	59	35	24
Grand Total.....	8095	4067	4028	728	364	364	7367	3703	3664	3559	2447	1112

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	WHO ATTENDED FORMERLY.			WHO LEFT.						WHO RECEIVED PROVIN- CIAL CERTIFICATES.		
	Total.	Male.	Female.	REGULARLY.			IRREGULARLY.			Total.	Male.	Female.
From the 1st to the 50th Session, inclusive.....	2429	962	1467	Total.	787	534	Total.	371	98	.....	.....	.....
Fifty-first Session	63	13	50	33	21	12	10	4	6	99	41	58
Fifty-second Session	75	20	55	39	23	16	9	5	4	82	32	50
Grand Total.....	2567	995	1572	1393	831	562	390	282	108	181	73	108

NOTE.—Of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true of the Provincial Certificates, of which a considerable number have lapsed by deaths and become otherwise unavailable by removals, and a still larger number have been superseded by subsequent Certificates. 2846 Students received Provincial Normal School Certificates up to the termination of the forty-fifth Session, and 420 received "Certificates of Standing in Class" from the Master before Provincial Certificates were issued. From the forty-sixth to the fiftieth Sessions, inclusive, the Chief Superintendent did not issue Provincial Certificates, and the Students during that period obtained their II. and III. Class Certificates from the County Boards, and the I. Class from the Council of Public Instruction.

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO.—*Concluded.*

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME. —*Concluded.*

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Haldimand.		Norfolk.		Oxford.		Waterloo.		Wellington.		Grey.		Perth.		Huron.		Bruce.		Middlesex.		Elgin.		Kent.		Lambton.		Disssex.		Grand Total.																	
	Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.																			
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.																		
From the 1st to the 50th Session, inclusive	105	57	48	102	57	45	238	134	104	104	72	32	151	93	58	70	41	29	150	104	46	146	126	20	63	53	10	350	183	167	141	101	40	93	55	38	77	47	30	23	13	10	7030			
Fifty-first Session.....	2	2	10	6	4	2	1	1	2	185
Fifty-second Session	2	2	1	..	1	8	4	4	2	152
Grand Total.....	109	57	52	103	57	46	256	144	112	106	73	33	161	99	62	73	44	29	157	109	48	161	135	26	65	53	12	371	194	177	143	101	42	96	57	39	82	49	33	27	13	14	7367			

ABSTRACT No. 3.—RELIGIOUS PERSUASIONS OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.

THE SESSIONS OF THE NORMAL SCHOOL FOR ON- TARIO.	Total Num- ber of Stu- dents ad- mitted.		Church of England.		Roman Catholic.		Presby- terian.		Methodist.		Baptist.		Congrega- tionalist.		Lutheran.		Quaker.		Universalist.		Unitarian.		Disciple.		Other per- suasions.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
																										Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
From the 1st to the 50th Session, inclusive	7030	3562	3468	1213	532	681	316	133	183	2026	1054	972	2463	1304	1159	480	261	219	265	96	169	8	5	3	48	33	15	4	..	9	4	5	37	19	18	161	117	44																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Fifty-first Session	185	75	110	39	9	30	4	..	4	63	30	33	54	24	30	7	3	4	5	1	4

TABLE L.—The other Educational Institutions of Ontario.

TOTALS.	COLLEGES.			ACADEMIES AND PRIVATE SCHOOLS.					TOTAL.			
	Number of Colleges.	Number of Students.	Annual Income or Legislative Aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total number of Colleges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legislative Aid.
			\$ cts.	\$ cts.					\$ cts.			\$ cts.
Total Counties.....					125	2627	9	221	19521 00	125	2627	19521 00
“ Cities	11	2000	115000 00	45000 00	80	3000	12	200	70000 00	91	5000	230000 00
“ Towns	5	700	45000 00	12000 00	75	2816	11	117	20600 00	80	3516	77600 00
Grand Total, 1874	16	2700	160000 00	57000 00	280	8443	10	538	110121 00	296	11143	327121 00
“ 1873	16	2700	160000 00	57000 00	265	7858	10	429	97926 00	281	10558	314626 00
Increase					15	585		109	12495 00	15	585	12495 00
Decrease												

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR.

COUNTIES AND NAMES OF PUBLIC SCHOOL LIBRARIES.		MONEYS.			Total number of Volumes supplied.
		Amount of Local Appropriation.	Amount of Legislative Appropriation.	Value of Books sent.	
		\$ cts.	\$ cts.	\$ cts.	
<i>Glengarry</i>	Lancaster	No. 3	10 00	20 00	37
<i>Carleton</i>	Marlborough	No. 5	20 00	40 00	76
<i>Leeds</i> ..	Bastard	No. 11	32 50	65 00	168
<i>Renfrew</i>	McNab	No. 12	25 00	50 00	72
<i>Addington</i>	Camden, East	No. 1	5 00	10 00	33
	Do	No. 12	5 00	10 00	29
	Denbigh	No. 5	6 00	12 00	34
<i>Lennox</i>	Adolphustown	No. 4	10 00	20 00	46
	Fredericksburgh, South	No. 5	20 00	40 00	80
<i>Prince Edward</i>	Ameliasburgh	No. 3	6 00	12 00	31
<i>Hastings</i>	Sidney	No. 4	8 72	17 44	40
	Thurlow	No. 9	8 03	16 06	42
<i>Durham</i>	Clarke	No. 18	10 00	20 00	50
	Do	No. 19	10 00	20 00	51
	Darlington	No. 14	9 35	18 70	41
	Hope	No. 10	16 00	32 00	58
	Do	No. 12	30 00	60 00	73
	Do	No. 18	5 50	11 00	30
<i>Ontario</i>	County Jail, Whitby		10 00	20 00	32
	Thorah	Township	74 00	148 00	173
<i>York</i>	North York	Teachers' Association	30 91	61 82	66
	Markham	No. 8	26 49	52 98	53
	Do	No. 21	25 19	50 38	63
	York	No. 1	21 31	42 62	56

<i>Peel</i>	Caledon	No. 11	20 30	20 30	40 60	56
<i>Halton</i>	Trafalgar	No. 7	20 00	20 00	40 00	48
<i>Wentworth</i>	Ancaster	No. 9	25 00	25 00	50 00	66
	Barton	No. 6	36 50	36 50	73 00	135
	Beverley	Township	70 00	70 00	140 00	145
	Flemborough, East	No. 4	10 00	10 00	20 00	55
	Do	No. 7	25 00	25 00	50 00	71
	Saltfleet	No. 4	40 00	40 00	80 00	131
<i>Brant</i>	Brantford	No. 9	20 00	20 00	40 00	42
	Do	No. 13	102 10	102 10	204 20	252
<i>Lincoln</i>	Grimsby	No. 7	5 00	5 00	10 00	26
<i>Welland</i>	Crowland	No. 6	40 00	40 00	80 00	92
	Wainfleet	No. 2	38 00	38 00	76 00	166
<i>Haldimand</i>	Oneida	No. 3	10 00	10 00	20 00	61
<i>Norfolk</i>	Houghton	No. 5	16 50	16 50	33 00	76
	Do	No. 9	16 00	16 00	32 00	49
	Do and Walsingham	Nos. 11 and 24	14 00	14 00	28 00	61
	Townsend	No. 8	55 00	55 00	110 00	187
	Do	No. 14	24 00	24 00	48 00	77
<i>Wellington</i>	Eramosa	No. 9	37 50	37 50	75 00	97
	Guelph	No. 1	42 00	42 00	84 00	86
	Minto	No. 8	10 35	10 35	20 70	35
<i>Grey</i>	St. Vincent	No. 6	15 00	15 00	30 00	34
	Do	No. 10	40 00	40 00	80 00	114
	Sydenham and St. Vincent	No. 9 U. S. S.	30 00	30 00	60 00	68
	Do	No. 10	34 00	34 00	68 00	82
<i>Perth</i>	Elma	No. 7	25 00	25 00	50 00	55
<i>Huron</i>	Exeter	District Teachers' Institute	33 25	33 25	66 50	63
	Grey	No. 2	4 50	4 50	9 00	19
	Ashfield	No. 12	10 00	10 00	20 00	23
<i>Bruce</i>	Culross	No. 6	16 78	16 78	23 56	68
	Huron	No. 1	10 00	10 00	20 00	27
<i>Midhurst</i>	London	No. 17	23 00	23 00	46 00	64
	McGillivray	No. 6	6 30	6 30	12 60	20
	Williams, West	No. 10	5 00	5 00	10 00	12
<i>Elgin</i>	Bayham	No. 2	47 60	47 60	95 20	114
	Do	No. 4	20 00	20 00	40 00	58

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR.

COUNTIES AND NAMES OF PUBLIC SCHOOL LIBRARIES.		MONEYS.			Total number of Volumes supplied.
		Amount of Local Appropriation.	Amount of Legislative Appropriation.	Value of Books sent.	
		\$ cts.	\$ cts.	\$ cts.	
<i>Lambton</i>	Euphemia..... Plympton.....	No. 5..... No. 8.....	20 00 19 00	20 00 38 00	60 89
<i>Essex</i>	Tilbury, West.....	No. 3.....	15 50	31 00	64
<i>Cities</i>	Toronto..... Do..... Hamilton..... Kingston.....	Normal and Model Schools..... R. C. S. S..... P. S..... Provincial Penitentiary.....	27 44½ 28 20 9 43 240 00	54 89 56 40 18 86 480 00	51 58 20 359
<i>Towns</i>	Brantford..... Chatham..... Clifton..... Goderich..... Lindsay..... Oakville..... Paris..... Prescott.....	P. S..... P. S..... P. S..... P. S..... R. C. S. S..... H. S..... R. C. S. S..... P. S.....	275 15 36 20 5 00 35 35 46 72 84 48 12 21 100 00	550 30 72 40 10 00 70 70 93 44 168 96 24 42 200 00	685 98 13 77 94 167 31 273
<i>Villages</i>	Acton..... Brighton..... Chippawa..... Elora..... Georgetown..... Mount Forest..... Port Perry..... Uxbridge..... Vienna..... Watford.....	P. S..... P. S..... P. S..... H. S..... P. S..... P. S..... U. S..... U. S..... U. S..... P. S.....	4 13 4 00 43 33 12 69 18 00 16 64 80 66½ 37 12½ 55 00 20 00	8 26 8 00 86 66 25 38 36 00 33 28 161 33 74 25 110 00 40 00	1 1 146 13 74 44 173 114 149 24
		2668 94½	2668 94½	5337 89	7167

TABLE M.—STATEMENT No. 2.—The Free Public Libraries of Ontario.

COUNTIES.	THE FREE PUBLIC SCHOOL LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.										OTHER PUBLIC LIBRARIES.			TOTAL.
	MONEYS.										SUNDAY SCHOOL LIBRARIES.	OTHER PUBLIC LIBRARIES.	TOTAL SCHOOL AND PUBLIC LIBRARIES IN ONTARIO.	
	Amount of Local Appropriation.	Amount of Legislative Appropriation.	Value of Books sent.	Value of Books sent in former years.	Total Value of Books sent.	Number of Libraries, exclusive of sub-divisions.	Total Number of Volumes in Libraries.	OTHER PUBLIC LIBRARIES.						
								Libraries.	Volumes.					
Welland.....	\$ 78 00	\$ cts. 78 00	\$ 136 00	\$ cts. 1183 50	\$ 1339 50	18	2516	61	7714	6	2079	85	12309	
Haldimand	10 00	00 00	20 00	3201 10	3221 10	34	5656	44	5075	1	400	79	11131	
Norfolk	125 50	125 50	251 00	1679 96	1930 96	27	3417	67	8873	2	775	96	13065	
Oxford				5404 54	5404 54	49	11327	59	7392			108	18719	
Waterloo	89 85	89 85	179 70	2172 87	2172 87	17	3947	36	3865	6	4632	59	12444	
Wellington	119 00	119 00	238 00	5249 77	5429 47	59	9070	107	19062	4	3215	170	32247	
Grey	25 00	25 00	50 00	4025 70	4263 70	46	7744	119	10593	5	1415	170	13752	
Perth	47 75	47 75	95 50	3399 02	3449 02	35	6285	42	5476	4	752	81	12513	
Huron	26 78	26 78	53 56	6570 50	6666 00	59	11489	125	18269	6	2402	190	32160	
Bruce	34 30	34 30	68 60	1990 10	2043 66	31	3625	88	10297	2	1550	121	15472	
Middlesex	67 60	67 60	135 20	4632 56	4701 16	60	7936	101	13602	9	940	170	22478	
Elgin				2383 34	2383 34	22	4168	25	3440	2	1500	49	9108	
Kent	39 00	39 00	78 00	3992 00	3992 00	37	7586	67	7198	5	640	109	15424	
Lambton	15 50	15 50	31 00	3870 13	3948 13	31	5437	29	2817			60	8254	
Essex				1808 00	1839 00	11	3242	20	2344			31	5586	
Districts.....				104 00	104 00	1	128	9	698			10	826	
Totals.....	1477 18	1477 18	2954 36	119187 83	122142 19	1234	223536	2248	271762	123	40673	3605	535971	
Total Counties.....	1477 18	1477 18	2954 36	119187 83	122142 19	1234	223536	2248	271762	123	40673	3605	535971	
Do Cities.....	305 07½	305 07½	610 15	13297 87	13908 02	15	20227	75	26310	18	54450	108	100987	
Do Towns.....	595 11	595 11	1190 22	10033 97	11224 19	49	14245	180	44350	28	38919	257	89414	
Do Villages.....	291 58	291 58	583 16	4561 94	5145 10	36	8038	193	31905	24	16790	253	56733	
Grand Totals.....	2668 94½	2668 94½	5337 89	147081 61	152419 50	1334	266046	2696	374327	193	142732	4223	783105	

TABLE M.—STATEMENT No. 3.—The Free Public Libraries of Ontario.

The following is a Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Ontario Education Department, from 1853 to 1874, inclusive.

No. of volumes sent out during the year.	Total volumes of Library Books.	History.	Zoology and Phy- siology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philoso- phy and Mann- ufactures.	Chemistry.	Practical Agricul- ture.	Literature.	Voyages.	Biography.	Tales & Sketches.	Fiction.	Teachers' Library.	Prize Books.	Grand Total Li- brary and Prize Books.
1853	21922	4158	1602	287	906	526	234	940	324	807	2694	1141	2917	5178	.....	208	.....	21922
1854	66711	10633	5532	1030	2172	1351	636	4780	950	3235	5764	4350	6393	19307	.....	578	.....	66711
1855	28659	5475	2053	318	558	663	77	1808	283	1452	3361	2926	3081	6049	.....	432	.....	28659
1856	13669	2498	652	118	397	287	77	660	86	418	1523	1019	1844	3832	.....	258	.....	13669
1857	29833	5295	1763	321	632	817	195	1729	201	1257	2391	2253	3516	9219	.....	244	.....	32390
1858	7587	1567	503	86	152	98	61	276	20	186	713	843	744	2245	.....	84	.....	15632
1859	9308	1670	551	136	209	192	130	432	105	300	1169	714	1127	2401	.....	172	.....	9308
1860	9072	1561	475	144	223	200	100	526	78	339	852	797	1115	2520	.....	142	.....	29266
1861	6488	1273	302	59	101	72	64	223	38	172	601	760	880	1826	.....	117	.....	29266
1862	5599	927	244	45	99	43	75	211	69	165	412	661	830	1706	.....	112	.....	33419
1863	6274	707	304	42	97	80	67	282	32	202	547	652	864	2286	.....	112	.....	35359
1864	3361	552	440	11	47	38	28	134	7	87	321	290	451	1198	.....	57	.....	39164
1865	3882	611	168	20	62	53	26	131	3	110	328	534	553	1225	.....	58	.....	36742
1866	6856	1144	217	56	125	81	55	282	45	291	652	776	784	2200	.....	148	.....	48483
1867	5426	1003	125	20	78	65	15	189	7	118	524	595	650	1971	.....	66	.....	55727
1868	6573	1106	214	39	86	51	42	195	26	132	554	979	736	2211	.....	52	.....	69529
1869	6428	1148	268	51	96	91	36	198	37	162	499	1172	882	1237	.....	60	.....	61085
1870	5024	865	162	28	68	64	36	156	14	159	367	527	610	1542	.....	52	.....	61085
1871	4825	830	152	12	46	41	35	145	19	149	366	581	524	1591	.....	37	.....	65679
1872	6015	866	235	49	90	64	57	188	18	132	540	850	566	1671	.....	323	.....	63721
1873	5367	771	176	32	78	74	59	164	23	178	420	734	409	1727	.....	351	.....	63721
1874	7167	1004	175	27	133	97	100	73	9	136	639	777	705	2271	.....	471	.....	76924
Totals...	266046	45661	16013	2931	6455	5048	2328	13722	2403	10187	25237	23931	30181	75413	.....	2399	.....	74665
																		1032631
																		20362
																		1053053

Volumes sent to Mechanics' Institutes and Sunday Schools

Grand Total Library and Prize Books despatched up to 31st December, 1874

TABLE N.—The High and Public Schools of Ontario.

SUMMARY OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED TO COUNTIES, CITIES, TOWNS AND VILLAGES
DURING THE YEAR 1874.

COUNTIES.	MONEYS.			MAPS OF										APPARATUS.			OBJECT LESSONS.	PRIZE BOOKS.			
	Local Contributions.	Legislative Apportionment.	Total.	World.							Maps of								Globes.	Sets of Apparatus.	Pieces.
				Europe.	Asia.	Africa.	America.	British N. America and Canada.	Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Charts and Maps.									
Glengarry.....	\$ 294 68	\$ 294 68	\$ 589 36	9	10	7	9	9	14	.....	.....	.....	3	8	2	16	708	570
Stormont.....	61 50	61 50	123 00	3	3	2	2	2	3	.....	.....	.....	.....	.....	.....	2	105	181
Dundas.....	70 50	70 50	141 00	1	.....	.....	.....	.....	3	.....	.....	.....	2	.....	.....	.....	83	451
Prescott.....	47 40	47 40	94 80	3	1	.....	.....	.....	3	.....	.....	.....	1	.....	.....	3	93	112
Russell.....	174 19	174 19	348 38	10	8	1	1	9	11	.....	.....	.....	.....	5	2	18	620	257
Carleton.....	369 90	369 90	739 80	8	13	9	7	12	11	3	9	2	8	2	1	10	839	1298			
Grenville.....	93 72	93 72	187 44	7	3	3	2	2	2	.....	.....	.....	.....	2	.....	.....	29	277
Leeds.....	513 27	513 27	1026 54	24	24	15	17	20	24	6	4	2	6	2	.....	12	759	1251		
Lanark.....	536 72½	536 72½	1073 45	9	13	12	11	8	21	3	14	2	6	5	1	22	218	1522			
Renfrew.....	163 70	163 70	327 40	7	7	6	5	9	15	1	4	3	6	6	2	13	220	198			
Frontenac.....	310 54	310 54	621 08	19	7	5	1	11	17	3	2	.....	.....	9	1	6	1243	649	
Addington.....	213 87½	213 87½	427 75	9	5	2	2	5	10	.....	2	.....	.....	5	.....	4	466	685
Lennox.....	89 17	89 17	178 34	3	3	2	2	3	4	3	.....	.....	8	2	.....	4	247	171
Prince Edward.....	223 78	223 78	447 56	6	8	6	8	9	7	3	2	3	9	6	1	11	379	365			
Hastings.....	442 59	442 59	885 18	7	17	11	4	14	35	5	28	.....	21	13	1	46	1578	289		
Northumberland.....	359 64	359 64	719 28	6	5	7	7	5	10	3	.....	1	4	7	2	25	341	1372		
Durham.....	336 15	336 15	672 30	5	13	7	6	12	11	6	4	2	11	3	2	3	265	1030			
Peterboro'.....	225 15	225 15	450 30	12	12	1	1	2	17	3	2	.....	5	7	.....	20	608	453	
Victoria.....	549 86	549 86	1099 72	21	16	14	13	17	25	9	6	4	6	8	.....	16	830	1717		
Ontario.....	914 81	914 81	1829 62	10	19	12	13	17	34	6	6	6	12	3	1	20	1673	3387			
York.....	973 87	973 87	1947 74	7	15	9	10	12	19	7	8	4	19	5	2	59	488	3826			
Peel.....	466 10½	466 10½	932 21	7	11	11	12	11	16	12	5	4	31	5	.....	11	476	1201		
Simcoe.....	710 91	710 91	1421 82	12	16	12	12	14	23	7	12	5	13	7	3	19	1077	2939			
Halton.....	393 91	393 91	787 82	4	3	6	2	5	10	1	.....	.....	7	.....	1	11	1221	991
Wentworth.....	436 34½	436 34½	872 69	1	4	2	2	3	9	3	1	5	6	2	.....	7	289	1763		
Brant.....	279 40	279 40	558 80	2	8	2	4	7	9	3	2	1	10	4	3	12	256	781			
Lincoln.....	233 31	233 31	466 62	6	9	4	2	9	11	1	.....	.....	9	9	.....	15	390	617

Welland.....	235 48	235 48	470 96	4	3	3	2	4	4	.....	2	.....	9	3	.....	8	132	1075
Welland.....	174 40	174 40	348 80	1	6	1	1	1	6	.....	7	.....	5	.....	.....	2	106	821
Northam.....	473 91	473 91	947 82	1	9	7	9	9	9	.....	18	.....	8	4	1	8	225	2175
Oxford.....	661 60	661 60	1323 20	9	10	6	7	7	19	2	2	.....	18	5	1	21	339	2704
Waterloo.....	331 33	331 33	662 66	5	8	6	5	7	11	3	2	.....	3	16	.....	16	381	1199
Wellington.....	665 20½	665 20½	1330 41	8	16	12	14	11	29	13	4	.....	9	15	2	24	875	2501
Grey.....	787 69½	787 69½	1375 39	10	15	14	15	16	20	8	4	.....	7	14	13	38	1303	3046
Perth.....	464 18	464 18	928 36	4	8	7	11	12	11	12	10	.....	6	11	.....	16	311	1933
Huron.....	819 10½	819 10½	1638 21	7	11	14	10	14	27	9	12	.....	8	23	4	45	945	3048
Bruce.....	521 67	521 67	1043 34	10	12	12	10	13	28	15	14	.....	6	25	3	1	920	1784
Middlesex.....	868 43	868 43	1736 86	8	13	11	11	11	23	7	8	.....	4	16	9	5	776	3183
Elgin.....	300 00	300 00	600 00	2	12	12	12	11	13	10	.....	.....	4	19	5	21	243	605
Kent.....	277 15	277 15	554 30	5	11	6	8	7	11	5	11	.....	5	7	1	8	337	996
Lambton.....	483 44	483 44	966 88	8	7	8	5	9	13	13	14	.....	10	11	1	13	326	1515
Essex.....	331 02	331 02	662 04	4	9	10	11	6	15	15	16	.....	1	8	.....	3	446	899
Districts.....	32 08	32 08	64 16	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	56	128
Cities.....	1832 45½	1832 45½	3664 91	3	10	7	11	19	32	5	14	.....	30	4	25	367	485	2993
Towns.....	1949 39	1949 39	3898 78	12	21	17	16	30	36	12	12	.....	80	19	10	264	1689	4681
Villages.....	1622 25	1622 25	3244 50	16	12	7	9	13	28	13	6	.....	11	11	16	492	1417	3859
Total, 1874.....	22315 79	22315 79	44631 58	335	443	332	320	426	716	221	246	.....	603	231	107	1822	26813	67498
Total, 1873.....	21451 32½	21451 32½	42902 65	371	418	327	281	412	543	224	272	.....	534	214	85	2816	27121	71557
Increase.....	864 46½	864 46½	1728 93	.....	25	5	39	14	173	.....	6	.....	69	17	22	.....	.....	.....
Decrease.....	.....	.....	.....	36	.....	.....	.....	.....	.....	3	.....	.....	10	.....	994	.....	308	4059

TABLE N.—The High and Public Schools of Ontario.

SUMMARY SHOWING TOTAL NUMBER OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED BY THE EDUCATION DEPARTMENT, FROM 1855 TO 1874 INCLUSIVE.

YEARS.	MONEYS.			MAPS OF										APPARATUS.			OBJECT LESSONS.	PRIZE BOOKS.
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain & Ireland.	Single Hemisphere.	Classical and Scriptural.	Other Charts & Maps.	Globes.	Sets of Apparatus.	Pieces.	Historical and other Lessons in Sheets.	No. of Volumes.
From 1855 to 1873 inclusive ...	\$ 204143 80½ cts. 80½	\$ 204143 80½ cts. 80½	\$ 408287 61 cts. 61	3407	5032	4053	3703	4328	5005	4335	3387	3110	7252	2554	594	19943	225649	699147
1874,	22315 79	22315 79	44631 58	335	443	332	320	426	716	221	266	137	603	231	107	1822	26813	67498
Grand Total from 1855 to 1874.	226459 59½	226459 59½	452919 19	3742	5475	4385	4023	4754	5721	4556	3653	3247	7855	2785	701	21765	252462	766645

TABLE N.—The High and Public Schools of Ontario.

TABLE showing the value of articles sent out from the Education Depository during the years 1851 to 1874 inclusive.

BOOKS IMPORTED INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Ontario and Quebec.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at catalogue prices without any apportionment from the Legislative Grant.		YEAR.	Value of books entered at Quebec.		Value of books entered at Ontario.		Total value of books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
	Public School Library books.	Maps, apparatus and prize books.	\$	cts.		\$	cts.	\$	cts.		
1851	.....	.....	1414	00	1414	00	1850	101800	141700	243580	84
1852	.....	.....	2981	00	2981	00	1851	120700	171732	292432	3296
1853	.....	.....	4233	00	4233	00	1852	141176	159268	300444	1288
1854	51376	00	5514	00	56890	00	1853	138700	254280	412980	22761
1855	9947	00	4655	00	18991	00	1854	171452	307808	479260	44060
1856	7205	00	4389	00	22251	00	1855	194356	338792	533148	25624
1857	16200	00	5726	00	40770	00	1856	208636	427992	636628	10208
1858	18118	00	6452	00	27337	00	1857	224400	309172	533572	16028
1859	5805	00	11810	00	27537	00	1858	171255	191942	363197	16092
1860	5289	00	6972	00	24389	00	1859	139037	184304	323361	5308
1861	4084	00	6679	00	25229	00	1860	155604	252504	408108	8846
1862	3273	00	4894	00	24311	00	1861	156612	344621	530233	7782
1863	4022	00	4844	00	23370	00	1862	183987	249234	433221	7800
1864	1931	00	3461	00	23645	00	1863	184632	276673	461325	4085
1865	2400	00	4454	00	26442	00	1 of 1864	93308	127253	220541	4668
1866	4375	00	3818	00	35661	00	1864-5	189386	200304	389690	9522
1867	3404	00	4172	00	39063	00	1865-6	222559	247749	470308	14749
1868	4420	00	7419	00	35136	00	1866-7	233837	273615	507452	20743
1869	4655	00	4793	00	34808	00	1867-8	224582	254048	478630	12374
1870	3396	00	5678	00	38381	00	1868-9	278914	373758	582072	11874
1871	3300	00	6175	00	41514	00	1869-70	220371	331171	571542	13019
1872	4421	00	8138	00	41514	00	1870-1	146435	411518	537953	13078
1873	3834	00	10481	00	57167	00	1871-2	212644	477581	690225	20315
1874	5337	00	7010	00	53746	00	1872-3	221978	540143	762121	16597
			8547	00	58515	00	1873-4	246926	530434	777360	16789

TABLE O.—The Superannuated or Worn-out Public School Teachers.

	NAME.	Age.	Years of teaching in Ontario.	Amount of pension.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.		Period for which the payments were made.
					\$ cts.	* \$ cts.	
11	Thomas J. Graffe	67	18	108 00		104 00	For the year 1871.
13	James Benton	78	25	150 00		146 00	
19	Peter Stewart	91	22	132 00		128 00	
42	W. R. Thornhill	76	22	132 00		128 00	
47	John Nowlan	83	24	144 00		140 00	
49	George Reynolds	79	28 $\frac{1}{2}$	171 00		167 00	
55	John Donald	75	20 $\frac{1}{2}$	123 00		119 00	
56	Angus McDonell	79	33 $\frac{1}{2}$	201 00		197 00	
57	James Forde	72	18	108 00		104 00	
60	Gideon Gibson	89	19	114 00		110 00	
63	Donald McDougall	74	14	84 00		80 00	
71	Thomas White	84	23 $\frac{3}{4}$	142 50		138 50	
72	Rev. Joshua Webster	80	22	132 00		128 00	
73	Norman McLeod	82	16	96 00		92 00	
78	William Foster	74	22	132 00		128 00	
79	William Glasford	64	18 $\frac{1}{2}$	111 00		107 00	
82	John Vert	64	21 $\frac{1}{2}$	129 00		125 00	
83	William Benson	77	23	138 00		134 00	
84	William Kearns	82	25	150 00		146 00	
86	James Leys	82	17	102 00		98 00	
87	John Healy	85	26	156 00		152 00	
88	Hector McRae	78	20	120 00		116 00	
92	Emily Cozens	69	27	162 00		158 00	
93	William Dermott	76	13	78 00		74 00	
96	Walter Hick	86	25	150 00		146 00	
107	Daniel Wing	71	26	156 00		152 00	
114	Alexander Jenkins	80	18	108 00		104 00	
115	Isabella Kenedy	72	22	132 00		128 00	
118	Robert Beattie	79	20 $\frac{1}{2}$	123 00		119 00	
120	William Corry	84	17	102 00		98 00	
121	Marianne Ederington	63	20	120 00		116 00	
122	Peter Fitzpatrick	82	23	138 00		134 00	
126	James Kehoe	74	19	114 00		110 00	
128	James McQueen	67	22 $\frac{1}{2}$	135 00		131 00	
129	John Miskelly	76	12 $\frac{1}{2}$	75 00		71 00	
132	Nicholas Fagan	80	13	78 00		74 00	
135	Andrew Power	56	17	102 00		98 00	
137	Catharine Snider	65	18	108 00		104 00	
139	John Tucker	81	21	126 00		122 00	
140	John Brown	76	26	156 00		152 00	
141	John Monaghan	70	15	90 00		86 00	
142	Richard Youmans	70	20	120 00		116 00	
144	William Ferguson	74	24	144 00		140 00	
149	Daniel S. Sheehan	90	20	120 00		116 00	
155	Alexander Middleton	75	20	120 00		116 00	
159	Archibald McCormick	77	16	96 00		92 00	
161	Thomas Baldwin	76	13	78 00		74 00	
162	James Bodfish	71	20	120 00		116 00	
165	E. Redmond	74	32 $\frac{1}{2}$	195 00		191 00	
166	William Hildyard	68	19	114 00		110 00	
169	Mary Richards	79	33	198 00		194 00	
170	W. B. P. Williams	70	9	54 00		50 00	
171	Julius Ansley	70	18	108 00		104 00	
172	Thomas Baker	79	19	114 00		110 00	

‡ The pensioners are subject to a deduction, before payment, of \$4 for annual subscription, required by law.

TABLE O.—The Superannuated or Worn-out Public School Teachers.

NAME.		Age.	Years of teaching in Ontario.	Amount of pension.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
				\$ cts.	\$ cts.	
173	Thomas Buchanan.....	69	20	120 00	116 00	For the year 1874.
174	Matthew M. Hutchins.....	67	22	132 00	128 00	
178	Helen McLaren.....	65	21	126 00	122 00	
179	Ralph McCallum.....	65	23	138 00	134 00	
184	John Dods.....	69	21	126 00	122 00	
186	P. G. Mulhern.....	74	29	174 00	170 00	
188	Thomas Sanders.....	82	30	180 00	176 00	
190	George Weston.....	76	22½	135 00	131 00	
193	Robert Hamilton.....	81	16	96 00	92 00	
196	Joseph D. Thomson.....	65	14	84 00	80 00	
198	Henry Bartley.....	67	23	138 00	134 00	
199	John Cameron.....	70	15	90 00	86 00	
200	Melinda Clarke.....	64	15½	93 00	89 00	
201	James Brown.....	69	27½	165 00	161 00	
202	Daniel Callaghan.....	77	30	180 00	176 00	
206	James Robinson.....	53	18	108 00	104 00	
207	Jane Tyndall.....	70	21	126 00	122 00	
208	William Bell.....	73	11	66 00	62 00	
209	William Brown.....	56	13	78 00	74 00	
210	James Armstrong.....	61	25	150 00	146 00	
211	Caroline F. Mozier.....	65	27	162 00	158 00	
212	Eliza Barber.....	56	18½	111 00	107 00	
214	James McFarlane.....	68	27	162 00	158 00	
215	James McKay.....	64	33	198 00	194 00	
216	J. C. Van Every.....	71	20	120 00	116 00	
217	Benjamin Woods.....	74	29	174 00	170 00	
218	John Younghusband.....	79	33½	201 00	197 00	
219	William Irvine.....	76	36	216 00	212 00	
220	Angus McGillis.....	62	23	138 00	134 00	
221	Richard Campbell.....	74	31	186 00	182 00	
222	James Mahon.....	64	20	120 00	116 00	
224	Duncan Calder.....	76	25	150 00	146 00	
228	John Douglass.....	79	22	132 00	128 00	
229	Daniel McGill.....	69	28	168 00	164 00	
230	John Lenaten.....	79	12	72 00	68 00	
231	Anna McKay.....	71	18	108 00	104 00	
232	Sidney Russell.....	71	15	90 00	86 00	
234	Robert Jordan.....	79	28	168 00	164 00	
235	David Kee.....	59	17	102 00	98 00	
237	Thomas Dorothy.....	63	34	204 00	200 00	
238	Thomas Whitfield.....	65	32½	195 00	191 00	
239	William Beaton.....	77	16	96 00	92 00	
240	John Robinson.....	73	17	102 00	98 00	
241	Archibald C. Boyd.....	49	19½	117 00	113 00	
242	James Briggs.....	63	37	222 00	218 00	
244	Adam Gillespie.....	76	24	144 00	140 00	
245	John Graydon.....	70	30	180 00	176 00	
246	Charles Judge.....	64	17	102 00	98 00	
247	John Ross.....	64	22	132 00	128 00	
248	John Roberts.....	73	16	96 00	92 00	
249	Alexander Frazer.....	66	14	84 00	80 00	
251	Mary Crawford.....	54	15	90 00	86 00	
252	William Lewis.....	57	22½	135 00	131 00	
253	John Russell.....	69	30	180 00	176 00	
254	George Wilson.....	75	20	120 00	116 00	
255	W. P. McGrane.....	81	33½	204 00	197 00	

TABLE O.—The Superannuated or Worn-out Public School Teachers.

NAME.		Age.	Years of teaching in Ontario.	Amount of pension.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
				£ cts.	£ cts.	
256	John Colville	68	17	102 00	98 00	For the year 1874.
257	Charles R. Ashbury	67	18	108 00	104 00	
258	Benjamin Meeds	65	23 $\frac{1}{2}$	141 00	137 00	
259	J. A. G. Williamson	55	17	102 00	98 00	
261	Thomas Howatson	75	10	60 00	56 00	
262	Thomas Mc Neillie	77	16 $\frac{1}{3}$	99 00	95 00	
263	Alexander MacLeod	70	48	288 00	284 00	
264	William Moore	54	23	138 00	134 00	
265	Thomas C. Smyth	71	15	90 00	86 00	
266	George Wilken	66	25	150 00	146 00	
267	Michael Gallagher	54	29	174 00	170 00	
268	Robert Futley	68	32	192 00	188 00	
269	John McNaughton	55	29	174 00	170 00	
270	Alexander McIntyre	55	24	144 00	140 00	
271	Frederick Rimmington	42	12	72 00	68 00	
272	Hugh Duff	61	23	138 00	134 00	
273	James W. McBain	41	20	120 00	116 00	
274	John Quin	53	31	186 00	182 00	
275	Adam Robinson	68	16 $\frac{1}{2}$	99 00	95 00	
276	Mary Blount Thorn	51	14	84 00	80 00	
277	John Walsh	79	40	240 00	236 00	
278	William Trenholm	57	23	138 00	134 00	
279	John Ferguson	43	16	96 00	92 00	
280	Patrick Jordan	55	25	150 00	146 00	
281	David Lamont	61	30	180 00	176 00	
282	Ephraim Rosevear	40	22	132 00	128 00	
283	Adam Scott	69	21 $\frac{1}{2}$	129 60	125 00	
284	James Banks	68	16	96 00	92 00	
285	Matthew D. Canfield	64	29 $\frac{1}{3}$	177 00	173 00	
286	Richard Coe	46	12 $\frac{1}{2}$	75 00	71 00	
287	William Curry	44	16	96 00	92 00	
288	John Jamieson	57	25	150 00	146 00	
289	Mary Jane Faught	53	22	135 00	74 75	
290	William Thomson	65	16	96 00	92 00	
291	Edwin Bates	55	8	48 00	44 00	
292	John Burke	62	22	132 00	127 00	
293	Henry Buckland	48	18 $\frac{1}{2}$	111 00	107 00	
294	John Campbell	62	32	192 00	188 00	
295	James Milner	60	32 $\frac{1}{2}$	195 00	191 00	
296	Patience S. Courtenay	50	17	102 00	98 00	
297	William Armstrong	63	45	270 00	166 00	
298	Joseph D. Booth	49	21	126 00	114 00	
299	Michael Brennan	64	16	96 00	83 00	
300	Henry Beuglet	54	21	126 00	116 00	
301	Patrick Donovan	62	28	168 00	120 00	
302	John Fraser	73	16	96 00	92 00	
303	John Ibister	73	15 $\frac{1}{2}$	93 00	89 00	
304	Barbara A. Irvine	40	22	132 00	120 00	
305	Robert Marlin	60	26	156 00	128 00	
306	Archibald McSween	62	20	120 00	116 00	
307	Daniel McRae	66	24	144 00	112 00	
308	Timothy J. Newman	58	23	138 00	110 00	
309	Robert Power	53	23 $\frac{1}{2}$	141 00	128 00	
310	James Quin	70	18	108 00	96 00	
311	James Scott	59	14	84 00	58 50	
312	James Simpson	66	10	60 00	*95 00	

* Overpaid subscription of \$35 returned.

TABLE O.—The Superannuated or Worn-out Public School Teachers.

NAME,		Age.	Years of teaching in Ontario.	Amount of pension.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
				\$ cts.	\$ cts.	
313	Thomas Chaplin	41	16	96 00	92 00	} For the year 1874.
314	James Cooke	41	16	96 00	92 00	
315	Frances Johnson	49	19	114 00	114 00	
316	Robert Rooney	47	23	138 00	122 00	
317	John Gibbs	60	18	108 00	104 00	
318	Robert Kerr	62	28	168 00	124 00	
319	Charles Macartney	58	15	90 00	85 00	
320	Samuel J. Trew	52	24	144 00	136 00	
321	Alexander Burdon	60	34	169 00	113 00	
322	John Chapman	33	10	30 00	28 00	
323	William Clifford	24	3	18 00	14 00	
324	James Elliott	50	22½	135 00	41 00	
325	Rebecca A. Johnson	40	15	90 00	86 00	
326	Luke D. Maxwell	57	24	144 00	122 00	
327	Charles McLennan	48	17	76 50	73 50	
328	Timothy McQueen	46	22	132 00	120 00	
329	Francis Reynolds	46	14	84 00	75 00	
330	Bernard Boyd	69	18	108 00	96 00	
331	Donald P. McDonald	69	40	240 00	56 00	
332	Robert Dickson	56	18	54 00	34 00	
333	Matthew Elder	84	28	168 00	52 00	
334	William Gorman	50	26½	79 50	49 50	
335	John Lawson	68	44	264 00	164 00	
					22802 75	

In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching or has withdrawn.

During 1874, \$787.64 were returned to subscribers withdrawing from the Fund.

The amount paid to new pensioners for the first year is affected by the amount of arrears of subscriptions they have respectively paid in.

TABLE O.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.		RELIGIOUS DENOMINATIONS.		NATIVES OF	
Glengarry	20	Simcoe	15	Ireland	156
Stormont	14	Halton	3	Presbyterian	88
Dundas	9	Wentworth	10	Roman Catholic	53
Prescott	6	Brant	3	Methodist	55
Carleton	14	Lincoln	8	Baptist	13
Grenville	14	Welland	4	Congregationalist	10
Leeds	20	Haldimand	1	“Protestant”	2
Lanark	24	Norfolk	5	Universalist	2
Renfrew	3	Oxford	5	Society of Friends	2
Frontenac	10	Wellington	12	Christian Disciple	1
Lennox and Addington	6	Grey	5	Second Advent	1
Prince Edward	7	Perth	3	Not given	10
Hastings	10	Huron	8	Total	335
Northumberland	13	Bruce	4		
Durham	4	Middlesex	11		
Peterborough	10	Elgin	4		
Victoria	6	Kent	6		
Ontario	8	Lambton	1		
York	14	Essex	4		
Peel	10	Manitoba	1		
Total			335		

Of the 335 Teachers admitted to the Fund, 146 either died during or before 1874, were not heard from, resumed teaching or withdrew from the Fund.

Of the remaining 189, the average length of service as Public School Teachers in Ontario was 22 years.

The average age of the Pensioners was 65 years.

Of the 335 Teachers admitted to the Fund, there have been 316 males and 19 females.

TABLE P.—Educational Summary for Ontario.

MUNICIPALITIES.

	PUBLIC SCHOOLS.			HIGH SCHOOLS.			OTHER INSTITUTIONS.				GRAND TOTAL.		Balances unexpended.	Total amount available for Educational purposes.
	Number of Public Schools.	Number of Public School Pupils.	Amount expended for Public School purposes.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions.	Total number of Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes.		
Glengarry	73	4956	17753 34	2	77	3027 14	4	110	1600 00	79	5143	22380 48	3660 26	26040 74
Stormont	77	5044	27953 67	1	43	1546 55	2	126	350 00	80	5213	29850 22	2199 86	32050 08
Dundas	88	5403	25238 76	2	162	3065 05	.....	.....	.....	90	5565	28303 81	2668 99	30972 80
Prescott	63	3428	13046 52	3	100	4501 93	.....	.....	.....	66	3528	17548 45	2523 77	20072 22
Russell	53	3367	16395 08	1	21	831 26	.....	.....	.....	54	3388	17426 34	1615 57	19041 91
Carleton	122	8606	46118 81	1	29	762 44	4	67	495 00	127	8702	47376 25	7034 83	54411 08
Grenville	87	6016	37394 88	2	118	2448 01	2	29	218 00	91	6163	40060 89	4391 84	44652 73
Leeds	137	9930	61106 17	3	187	5173 29	5	39	627 00	165	10156	66906 46	7931 60	74838 06
Lennox	126	8930	55293 04	5	276	5752 89	2	28	307 00	133	9274	63172 93	3231 53	66404 46
Renfrew	121	6755	36554 80	3	103	3276 33	2	36	191 00	126	6894	40022 13	3013 66	43035 79
Frontenac	125	7217	38399 16	1	35	1397 98	4	28	229 00	136	7280	40426 14	4935 07	45361 21
Lennox and Addington.....	108	7350	41719 61	2	193	11565 19	4	122	307 00	114	7665	53531 80	5685 36	59277 16
Prince Edward	83	5537	33525 73	1	103	2256 12	2	68	510 00	86	5708	36291 85	6146 66	42438 51
Hastings	132	12744	72892 72	3	171	9134 04	5	219	26000 00	160	13134	108026 76	10248 90	118275 66
Northumberland	113	10825	66132 54	4	259	7660 22	12	206	36000 00	129	11290	109792 76	8692 72	118485 48
Durham	104	10553	65084 27	3	205	7170 34	5	78	1921 00	112	10836	74175 61	5572 77	79748 38
Peterborough	101	7187	39535 57	2	278	10353 47	4	76	350 00	110	7541	50219 04	6183 96	56403 00
Victoria	105	10086	63038 53	3	181	4925 56	1	34	717 00	109	10301	68681 09	8216 73	76897 82
Haliburton	23	801	8317 56	.....	.....	.....	.....	.....	.....	23	801	8317 56	67 80	8385 36
Ontario	124	13942	89211 99	4	415	8933 08	7	113	1221 00	135	14470	99366 07	6479 01	105845 08
York	160	17426	112025 64	4	238	7159 08	12	300	3398 00	176	17964	122582 72	19180 69	141763 41
Peel	80	7397	56867 02	2	93	2580 78	7	49	196 00	89	7739	59643 80	7382 61	67026 41
Simcoe	138	19493	104217 75	3	171	4185 08	4	200	231 00	205	19864	108633 83	12398 58	121032 41
Halton	60	6224	48761 02	1	46	3198 72	4	206	248 00	65	6476	52207 74	3818 19	56025 93

TABLE P.—Educational Summary for Ontario.—Continued.

MUNICIPALITIES.	PUBLIC SCHOOLS.			HIGH SCHOOLS.			OTHER INSTITUTIONS.				GRAND TOTAL.			Balances unexpended. \$ cts.	Total amount available for Educational purposes. \$ cts.
	Number of Public Schools.	Number of Public School Pupils.	Amount expended for Public School purposes. \$ cts.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes. \$ cts.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions. \$ cts.	Total number of Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes. \$ cts.			
Wentworth	73	8962	72412 10	2	155	4471 50	6	275	1200 00	81	9392	78083 60	8637 22	86720 82	
Brant	70	8219	52452 22	4	273	10414 42	10	418	1467 00	84	8910	70333 64	4280 52	74614 16	
Lincoln	78	8207	57152 52	5	381	12173 55	4	209	1000 00	87	8797	70326 07	8371 90	78697 97	
Welland	87	7707	51112 28	4	183	5506 86	2	96	132 00	93	7986	56751 14	10398 29	67149 43	
Haldimand	83	6936	46031 31	3	164	4249 30	4	64	138 00	90	7164	50418 61	6689 15	57107 76	
Norfolk	105	9703	44673 16	3	110	3436 03	3	238	115 00	111	10051	48224 19	8679 25	56903 44	
Oxford	118	13578	89048 73	2	178	4806 55	12	295	6000 00	132	14051	99855 28	14952 43	114807 71	
Waterloo	98	11625	74848 61	2	349	9666 66	4	121	327 00	104	12095	84842 27	11715 25	96557 52	
Wellington	169	19594	119061 32	4	206	6385 93	10	396	1942 00	183	20196	127389 25	11585 61	138974 86	
Grey	212	2188	93233 76	1	173	2188 40	10	324	610 00	223	19975	96032 16	11053 91	107086 07	
Perth	119	14669	101608 98	4	285	11404 73	4	85	1218 00	127	15039	114231 71	13867 76	128069 47	
Huron	174	21517	131961 13	2	133	7456 28	10	180	500 00	186	21830	139917 41	16931 43	156848 84	
Bruce	137	16688	95365 12	2	117	2024 06	3	122	290 00	142	16927	97679 18	15175 55	112835 73	
Middlesex	197	19506	125128 78	3	187	7464 40	7	260	1721 00	207	19953	134314 27	12451 90	146706 17	
Elgin	101	10384	62682 69	3	196	4248 13	2	48	140 00	106	10628	67070 82	78255 25	80581 01	
Kent	116	12021	69363 93	1	54	1878 38	5	129	210 00	122	12204	71452 51	9128 50	87167 12	
Lambton	135	12843	79286 91	1	98	1880 25	7	367	495 00	143	13308	81662 16	5504 96	85531 45	
Essex	95	9320	72859 55	1	53	1800 00	10	382	4500 00	106	9755	79159 55	6371 90	85382 96	
Districts	11	685	4553 00							11	685	4553 00	809 96	5362 96	
Toronto	23	13202	93631 05	1	237	9221 98	45	2563	121200 00	69	16002	224053 03	18 08	224071 11	
Hamilton	17	6812	49319 15	1	435	13359 15	14	582	22500 00	32	7829	85178 30	1362 54	86540 84	
Kingston	10	3258	17996 00	1	123	5744 83	10	647	28800 00	21	4028	52540 83	2543 63	53084 46	
London	11	4763	31299 31	1	189	4979 59	3	452	34500 00	15	5404	70778 90	11510 67	82289 57	
Ottawa	13	4913	54367 12	1	88	32927 70	19	756	23000 00	33	5757	110294 82	39599 40	149894 22	

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, High, Public, Normal and Model Schools, from the year 1842 to 1874 inclusive, compiled from Returns in the Education Department.

No.	SUBJECTS COMPARED.	1842	1843	1844	1845	1846	1847	1848
1	Population of Ontario	486055						
2	Population between the ages of five and sixteen years	141143						
3	Colleges in operation	5		185539	202913	204580	230975	241102
4	County High Schools	25		5	5	5	6	6
5	Academies and Private Schools reported	44		25	31	32	32	33
6	Normal and Model Schools for Ontario			60	65	80	96	117
7	Total Public Schools in operation as reported						2	2
8	Total Roman Catholic Separate Schools	1721		2610	2736	2589	2727	2800
9	Free Schools reported in operation (included in No. 7, above)	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports
10	Grand Total Educational Establishments in operation in Ontario	1795		2700	2837	2706	2863	2958
11	Total Students attending Colleges and Universities	No Reports	No Reports	No Reports	No Reports	No Reports	700	740
12	Total Pupils attending County High Schools	"	"	"	"	"	1000	1115
13	Total Pupils attending Academies and Private Schools	"	"	"	"	"	1831	2345
14	Total Students and Pupils attending Normal and Model Schools for Ontario	65978		96756	110002	101912	124829	130739
15	Total Pupils attending the Roman Catholic Separate Schools							276
16	Total Pupils attending the Public Catholic Separate Schools							
17	Grand Total, Students and Pupils attending Universities, Colleges, Academies, High, Private, Normal, Model and Public Schools	65978		96756	110002	101912	128360	135195
18	Total amount paid for the Salaries of Public and Separate School Teachers in Ontario	\$166000		\$206856	\$286056	\$271624	\$310396	\$344276
19	Total amount paid for the erection or repairs of Public and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports
20	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repair of School Houses, and for Libraries and Apparatus	"	"	"	"	"	"	"
21	Total amount paid for High School Masters' Salaries	"	"	"	"	"	"	"
22	Total amount paid for erection or repairs of High School Houses	"	"	"	"	"	"	"
23	Amount received for other Educational Institutions, &c.	"	"	"	"	"	"	"
24	Grand Total paid for Educational purposes in Ontario				2860	2925	3028	3177
25	Total Public School Teachers in Ontario						2965	2967
26	Total Male						665	670
27	Total Female							
28	Average number of months each Public School has been kept open by a qualified Teacher, including legal holidays		7 $\frac{3}{4}$	8	8	8 $\frac{1}{2}$	8 $\frac{1}{2}$	9

No Reports for this year were received in consequence of a change in the School Law.

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, &c.

No.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861
1	25364	259258	950551	262755	268957	277922	297923	311316	324888	300578	362085	373589	1396091
2	7	7	258607	8	8	9	10	12	12	12	13	13	384980
3	39	57	54	60	64	64	65	61	72	75	81	88	86
4	157	224	175	181	186	206	307	267	276	301	321	305	337
5	2	2	2	3	3	3	3	3	3	4	4	4	4
6	2871	3059	2985	2992	3093	3200	3284	3391	3631	3772	3848	3854	3910
7			16	18	32	44	41	81	100	94	105	115	109
8	No Reports	252	855	901	1052	1117	1211	1263	1707	1936	2315	2602	2903
9	3076	3349	3239	3262	3386	3526	3710	3815	4094	4258	4372	4379	4459
10	773	684	632	751	756	806	1100	1335	1335	1335	1373	1379	1373
11	1120	2070	2191	2343	3221	4287	3726	3386	4073	4359	4381	4546	4765
12	3648	4663	4557	5684	4440	5473	7784	6220	6323	6372	6182	6408	7361
13			356	645	735	622	643	772	746	777	718	700	700
14	138465	151891	168159	179587	194736	204168	222979	243935	262673	283692	288598	301104	316287
15								7210	9964	9991	12994	14708	13631
16	144406	159678	175895	189010	203888	215356	240917	262858	285314	306626	314246	328839	344117
17	\$353912	\$353716	\$391308	\$428948	\$489764	\$573868	\$680108	\$779680	\$860232	\$777616	\$850325	\$895591	\$918113
18	No Reports	\$50756	\$77336	\$100366	\$128072	\$175472	\$219194	\$298428	\$331926	\$265519	\$250721	\$264183	\$273305
19	"	\$10472	\$468644	\$529314	\$617836	\$754340	\$899272	\$1078108	\$1212158	\$1013135	\$1110046	\$1159774	\$1191418
20	"	No Reports	Included in other Educational Institutions.				\$46255	\$47659	\$57552	\$82940	\$61564	\$64005	\$71034
21	"	"					\$5711	\$8311	\$10708	\$2868	\$7930	\$84234	\$84234
22	"	"					\$150104	\$192014	\$214849	\$229979	\$210042	\$218632	\$209421
23	"	"					\$204754	\$1320092	\$1495667	\$1318922	\$1389582	\$1448448	\$1476107
24	"	"					\$115992		4083	4202	4255	4281	4336
25	3209	3476	\$313336	\$47956	\$767940	\$928356	\$204754	\$192014	\$214849	\$229979	\$210042	\$218632	\$209421
26	2505	2697	\$599980	\$677270	\$73539	\$3539	\$3565	\$689	\$2787	\$2965	\$3115	\$3100	\$3031
27	704	779	726	847	938	1031	997	1067	1296	1237	1120	1181	1305
28	9 $\frac{1}{2}$	9 $\frac{1}{17}$	9 $\frac{1}{5}$	9 $\frac{1}{5}$	9 $\frac{1}{5}$	9 $\frac{1}{5}$	9 $\frac{1}{5}$	10	10	10 $\frac{1}{2}$	10 $\frac{1}{2}$	10 $\frac{1}{2}$	10 $\frac{1}{2}$

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, &c.

No.	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874
1	403302	412367	424565	426757	431812	447726	464315	470400	483666	1620851	495756	504869	511603
2	13	15	16	16	16	16	16	16	16	16	16	16	16
3	91	95	35	104	104	102	101	101	101	102	104	108	108
4	342	340	257	260	298	312	282	279	284	285	258	265	280
5	3	3	3	3	3	3	3	3	3	3	3	3	3
6	4	4	4	4	4	4	4	4	4	4	4	4	4
7	3995	4013	4077	4151	4222	4261	4318	4359	4403	4438	4490	4562	4592
8	109	120	147	152	157	161	102	165	163	160	171	170	166
9	3111	3228	3459	3595	3741	3838	3986	4131	4244	*	*	*	*
10	4554	4587	4595	4686	4800	4855	4882	4923	4970	5004	5042	5124	5165
11	1373	1820	1820	1820	1930	1930	1930	1930	1930	1930	2700	2700	2700
12	4982	5352	5589	5754	5179	5696	5649	6608	7351	7490	7968	8437	7871
13	6784	6633	5718	5965	6462	6743	6655	6392	6562	6511	6670	7758	8443
14	700	700	700	800	800	800	800	800	800	800	800	800	800
15	329033	344949	354330	365552	372320	382719	393305	411746	421866	425126	433256	438911	441261
16	14700	15859	17365	18101	18575	18924	20594	20684	20652	21200	21406	22073	22786
17	357572	375333	385522	397992	405266	416812	434933	448160	459161	463057	472800	480679	483861
18	8959776	8987555	8996956	8993262	8993516	8993516	8993516	8993516	8993516	8993516	8993516	8993516	8993516
19	8272217	8266892	8266892	8266892	8266892	8266892	8266892	8266892	8266892	8266892	8266892	8266892	8266892
20	\$1251393	\$1254447	\$1285318	\$1355879	\$1387233	\$1473188	\$144543	\$149730	\$1712061	\$1803294	\$2207364	\$1084403	\$1217582
21	\$73211	\$76121	\$75854	\$81562	\$87055	\$94820	\$95848	\$97009	\$10153	\$113862	\$141812	\$1520123	\$1647582
22	\$7502	\$7502	\$6139	\$5251	\$17653	\$19190	\$10267	\$7378	\$20390	\$24164	\$31360	\$105358	\$179946
23	\$222534	\$287768	\$269668	\$274514	\$328065	\$332825	\$332650	\$330500	\$336107	\$356374	\$439690	\$455302	\$478989
24	\$1555240	\$1621806	\$1636979	\$1717206	\$1820006	\$1920023	\$2027199	\$2059783	\$2173711	\$2297694	\$280226	\$3258125	\$3587951
25	4406	4504	4625	4721	4789	4890	4996	5054	5165	5306	5476	5642	5736
26	3115	3094	3011	2930	2925	2849	2777	2775	2753	2641	2626	2581	2601
27	1291	1614	1614	1864	1864	2041	2219	2279	2412	2665	2850	3061	3135
28	104	103	111	111	111	111	111	111	111	111	111	111	111

NOTE.—Balances due but not collected, were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total (24) the unexpended balances, we should have an available sum of \$3,974,256, for Educational purposes during 1874, and for 1873, \$3,633,550, the increase in 1874 being \$340,706.

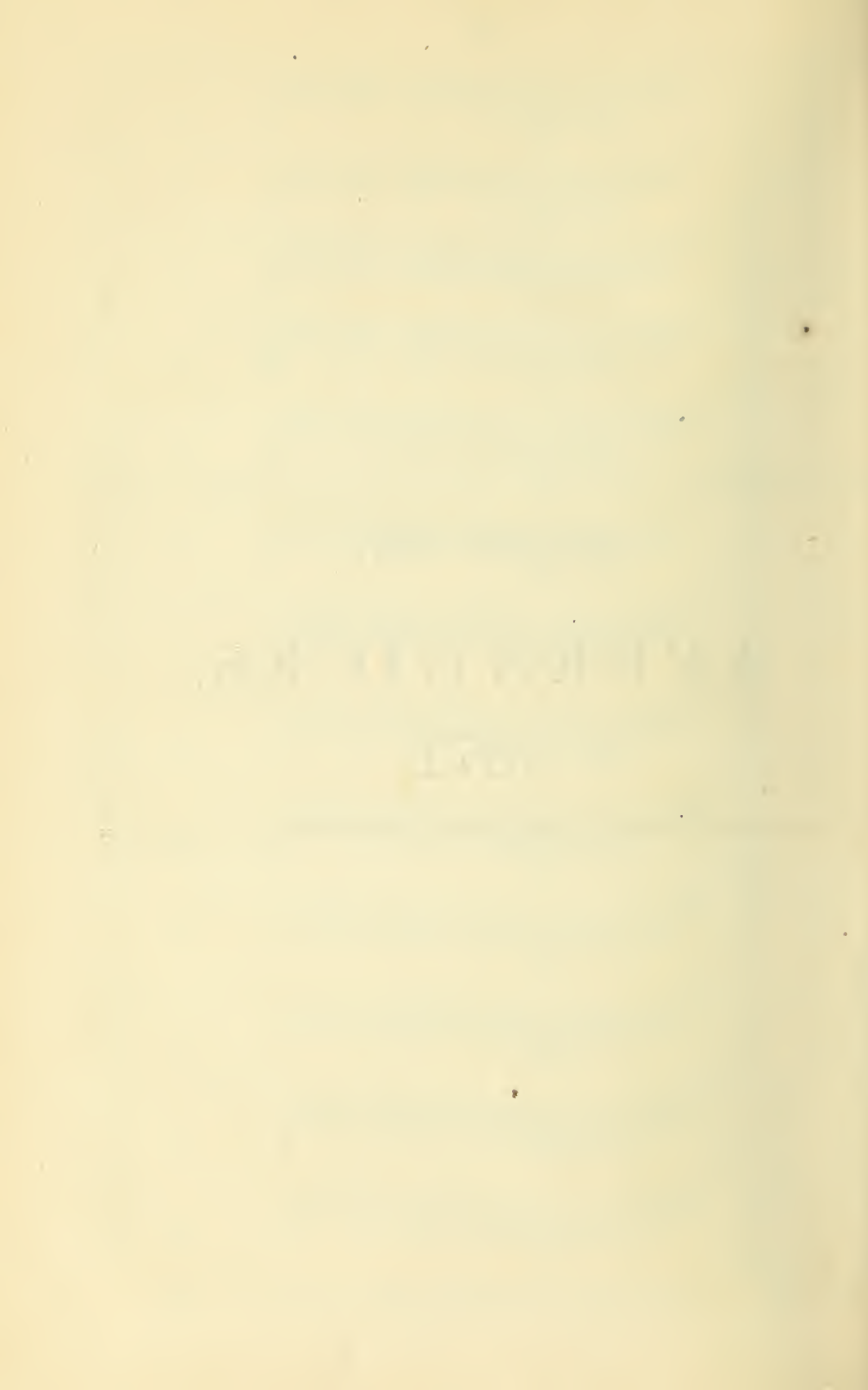
NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive and embrace all Institutions of Learning from the Public School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate and Superior.

* The Public Schools are now all free by law.

PART III.

APPENDICES.

1874.



APPENDICES TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL,
HIGH AND PUBLIC SCHOOLS,
IN ONTARIO,
FOR THE YEAR 1874.

APPENDIX A.

REPORT AND SUGGESTIONS WITH RESPECT TO THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO, WITH A BRIEF NOTICE OF PUBLIC AND SEPARATE SCHOOLS, FOR THE YEAR 1874, BY JAMES A. McLELLAN, ESQ., LL.D., J. M. BUCHAN, ESQ., M.A. AND S. ARTHUR MARLING, ESQ., M.A., INSPECTORS OF HIGH SCHOOLS.

SIR,—Having already placed in your hands minute detailed Reports of our several visits of Inspection during 1874, we have now the honour to submit some observations on the condition of the High Schools generally, and on the working of this portion of the Provincial Education system, considered in its relations to the Public School and to the University.

A. THE NEW ERA.

For some years the Grammar or High Schools of Ontario were subjected to a trying ordeal. Their number had increased concurrently with the remarkable progress of the country, from 65 in 1855, to 104 in 1865, *i. e.* 60 per cent. A mania for establishing Grammar Schools appeared to have set in. In proof of the inconsiderate haste with which, in many instances, they were founded, it need only be stated that eight of these new Schools, together with seven which sprang into existence during the previous decade, have, since 1865, either perished of sheer inanition, or received notice that, inasmuch as they are not doing, or likely to do, any proper High School work, the Legislative aid will be withdrawn. Never really needed, they should never have existed. The frequent changes of the School Law and Regulations were most perplexing to the teachers, while the principal evils which afflicted them still remained. The caustic remarks of the Inspectors on the palpable shortcomings of the Schools added to the discomfort of all connected with them, compelled as they were to acknowledge the justice of the criticisms, yet helpless, and hopeless of help from any quarter. It was the story of Sisyphus over again. "The Grammar Schools are for a class," it was said, "not for the people. What do we want with Latin and Greek?" Thanks to recent legislation, supported by the enlightened measures of the Council of Public Instruction, the tide seems at last to have turned. The Dark Ages of the High School history are being rapidly lit up with the dawn of the new order of things.

The High Schools are acquiring a popular character. The jealousy, once so common, between them and the Public Schools, is now, not altogether extinct in some places, but still comparatively rare. Each is seen to benefit by the progress of the other. They are becoming *Free Schools*. Of the 106 High Schools of the Province, 81 require no fees whatever from their pupils; the charges in the others vary from \$6 to 75c. per quarter or term, the average amount being only \$2.70. By adopting the judicious system of options, recently sanctioned by the Council, the multifarious educational needs of our mixed society, will, it is expected, be, as far as possible, met and satisfied. A stream of newly-oxygenated blood has begun to flow through the arteries of the body scholastic, which must, ere long, impart a measure of life to the remotest extremity. The checks imposed by law on the undue multiplication of High Schools are acknowledged to be most salutary; for, while growing towns like Almonte, Aylmer, Clinton, Mitchell, and others, important centres of trade and population, find no difficulty in supplying their wants in respect of higher education, the Provincial Fund is protected from being frittered away on a class of Schools that were too long the reproach of the land.

B. SPECIAL FUNCTIONS AND ADVANTAGES OF THE HIGH SCHOOLS.

The enlarged powers conferred on High School Boards by recent legislation are, in general, and when not cramped by the illiberality of Municipal Councils (to be referred to in a subsequent part of this Report), judiciously exercised. We attach much importance to the popularizing of these Schools, which is greatly aided by the reduced costliness of them to parents. Once let the public mind be seized of the fact that their function is to impart a broad and solid English education, such as all classes require, and not merely to educate the children of the wealthier for the learned professions, and there can be little doubt that they will speedily become, as in many cases they are already, the People's Colleges. Their chief aim we consider ought to be, not the training of a select band of intellectual athletes for University distinctions, however desirable and important, but to crown the work of the Public School, by imparting a wider culture, training the awakened intellect, stimulating and instructing the faculties of observation and reasoning; and, by infusing such tastes as befit people who claim to be intelligent and free, to enable them to promote the intellectual progress of the new Dominion, and to extend the range of topics which they care about, beyond money-making, personal gossip, religious controversies, and ephemeral politics. This aim some at least of the High Schools are realizing tolerably well. Another valuable service which they perform is the preparation of young persons for the examinations for Teachers' certificates; in this respect they are in a position to do a work for which other Schools are not so well adapted.

While we do not question the merits of private establishments, or of those important educational corporations founded by the zeal and liberality of the various religious bodies, it will generally be acknowledged that the Provincial Schools possess the following specially valuable characteristics.

- (1.) The small cost of the education they impart brings them within the reach of all.
- (2.) The revised programme of studies about to be introduced, renders the course of instruction available for all.
- (3.) The provision for a sufficient supply of competent Teachers, ensures, as far as possible, that the work undertaken under the curriculum will be performed.
- (4.) The entrance examination excludes many who otherwise would hinder the progress of duly qualified pupils.
- (5.) The publicity attending the examinations, and the systematic inspection and supervision to which the Schools are subject, guarantee, at least to a considerable extent, the quality of their work.
- (6.) Being the Schools of the people, they have a claim upon the support of the community, apart from considerations of class or sect.
- (7.) The High Schools which do their duty properly have the advantage which always belongs to an assured and public position. Their masters rank in social estimation as public officers, and have the independence and dignity of a public responsibility. The Schools seem to be in the service of the country, which is in itself an honour. Not a few of our High Schools have an honourable history attached to them, which acts powerfully

on the imagination of the pupils, and has, or should have, an elevating and refining effect upon their characters. They seem to be in a fair way to realize the ideal pictured by Her Majesty's Commissioners. Speaking of the English Grammar Schools under the supposed new conditions they say :—"A well-organized system of Grammar Schools * * * * would spread its net to catch boys who want a commercial education, and, having caught them, would, while it gave them what they needed, by a process of natural selection, keep for the higher learning all who were fit for it. It would bring every boy of capacity by the age of 14 or so into contact with the mind of a scholar, and familiarize him with the prospect of an intellectual career. Such a system would find no small class of parents eager to avail themselves of it; and, once inaugurated, it would, by its own operation, perpetually augment this class. Not only would it by degrees create a taste for science and literature in our large towns (where there might be plenty of leisure for it if only there were the will); it would constantly be increasing the demand for Schoolmasters of high University degree, and thus be giving to the scholastic career more of the material encouragement which it at present lacks."

C. FEATURES OF PROGRESS.

The education of a people is not achieved in a generation; and the working out of the problem—what system of education is best adapted to the people of Ontario? has not been unattended with discouraging failures. We cannot say that, in all cases, empirical teaching has been supplanted by scientific teaching in the High Schools; but that improvement is the order of the day is manifest. It may not be irrelevant, in this annual summary, to indicate some existing symptoms of a change for the better.

(a.) *Qualified Pupils.*—It is now comparatively rare to meet with any considerable body of pupils in the High Schools who have not been regularly admitted. The best masters, almost without exception, are glad to be supported by law in declining to receive young children whom pique, partiality, or excess of zeal on the part of parents might otherwise remove prematurely from the elementary Schools. Duly qualified pupils, presenting themselves in the intervals of the entrance examinations, are permitted, with the Inspector's sanction and the approval of the Department, to join the High School classes on undertaking to appear at the next ensuing examination for admission.

(b) *Improved Accommodation.*—Great improvement is manifest in respect to the accommodation provided for the High Schools. Not fewer than 14 new School-houses, some of them (*e. g.* that for the Collegiate Institute at Ottawa) of a very costly and elaborate description, are in course of erection. Of the rest, 20 may be ranked as excellent; 21, fair; 22, passable; while 29 must be considered bad,—not that the majority, even of these, do not permit the work of the Schools to be carried on with some degree of comfort and decency,—but because the regulations are not duly observed. To illustrate: (a) The High School may be held in a room of the Public School Building without a separate room for the assistant; or, (b) the number of pupils may be far too great for the space allotted to them; or, (c) the School may be held in a room of an unsuitable building, as a private dwelling house, an Orange lodge-room, the basement of a town-hall or the town-hall itself. The important Village of Pembroke is still satisfied that the *habitat* of its High School shall be a diminutive apartment on the second flat of a small store, in which it were idle to suppose that the work could be comfortably or satisfactorily done. We are justified, however, in expecting that, in the great majority of cases the evils here noted will be, ere long, greatly mitigated, if not wholly removed. It is to be regretted that so little care is taken, in general, to keep the School grounds in proper order. Not more than seven Schools out of the entire number can claim any favourable notice in this respect. Simcoe retains the pre-eminence she has long enjoyed for the beauty and order of the grounds attached to her High and Public Schools. Too frequently is the eye pained by the sight of broken fences and windows, corridors and ante-rooms defaced with dirt and scribbling, while the approaches to the building are over vast stretches of mire indescribable, the remedial aid of mat and scraper being studiously rejected. Hats and cloaks sometimes lack due provision, and the window-sills, desks, or chairs, are decorated with them. The majority of the Schools receive fair attention in the matter of sweeping; but dust on the desks, and accumulated grime on the walls are, not seldom, allowed to

offend the eye of the visitor. We draw attention to these subordinate but still important items in the æsthetics of the School-house, that Trustees and Masters may be induced to give the matter the attention it deserves.

The Schools are, for the most part, fairly supplied with that essential to good teaching, the black-board; few masters omit to exercise their pupils thereat, some in a very interesting and lively style. A pleasing feature in some Schools is the tablet, whereon are inscribed the names of pupils who have gained Academic distinctions, whose memory is thus perpetuated, and their example silently held up as an ever-present incentive to emulation. Gymnastics and drill, so much in favour a few years ago, appear to have become almost obsolete. This is a great evil; it is to be hoped that the training of the physical powers will not be forgotten in the general improvement which is taking place in other respects; and it is well worthy of consideration whether the Provincial Government might not do well to make some special provision for the encouragement of physical training in all classes of public Schools.

Three Union Schools, Lindsay, Oakville, and Whitby, deserve honourable mention as cultivating the study and practice of instrumental music. A valuable piano, in a room devoted to the purpose, furnishes the necessary facilities, and the subject is taught, in each of these Schools, by a Teacher specially engaged.

(c.) *Increase of Written Examinations.*—The Entrance Examinations, as now conducted, have promoted the periodical written testing of work in the High Schools to an extent once not dreamt of. It is difficult to overestimate the value of this in giving accuracy and precision to thought and expression. It affords, also, a trustworthy means of comparing the attainments of the pupils, and preparing them for future examinations of a more advanced character. The beneficial effect of the practice is peculiarly manifest in the improved character of the written exercises performed at the inspections, and the masters in general bear willing testimony to its value in their School work. Still more noteworthy is the adoption of the system in the Public Schools. It is not too much to say that the style of candidates' entrance papers, as to writing, spelling, phraseology, and composition, has, in many places, undergone a thorough transformation within the last two years. Much, it is true, remains to be done in this respect; but the results, up to the present, indicate that the Schools are in the right track.

D. METHODS OF TEACHING.

Of the 106 Head Masters of High Schools in 1874, all but six held degrees from some British or Canadian University. Six possessed certificates of qualification from a former licensing Board. Of the graduates, several received a Normal School training; but our statistics are not sufficiently full on this point to enable us to say what proportion of the Head Masters have been educated as Teachers. Some of those most successful have received no special professional training. Their observation and practice in the School-room have made them what they are. Those, again, who have had previous practice in a Public School, bring special advantages to their work. We are deeply impressed with the laborious and conscientious efforts which the Head Masters, as a body, are making to discharge their onerous duties. Among them are not a few of highly-cultivated intelligence, of practical skill in teaching, of marked tact in managing the scholastic microcosm, of zeal in their work, of unwearied patience,—men, in fine, who have a high ideal of the School-master's profession, and are steadily working towards it. A visit to such a master's School is looked forward to with pleasure by the Inspector. He is welcomed there as a friend; the examination of the classes is to him rather a recreation than a task; the sympathetic response, the quick, acute, disciplined intelligence, the interested manner, the anxiety to please and to be informed, the respectful, yet unembarrassed demeanour,—all these we have repeatedly witnessed among the boys and girls at our High Schools, and in them have discerned the highest proofs that they were under the care of a workman that needed not to be ashamed. We would state our conviction that there is in the High Schools of Ontario at this moment a larger amount of trained teaching power, skilfully directed, than at any former period of our history, and we consider the fact to be a very auspicious one. Of course the reverse of the picture is occasionally presented. "How to teach" has sometimes been forgotten in the teachers' preparations. The sleepy, the ill-educated, the

indifferent, are not altogether banished from the ranks ; but they are very few, and very far between.

The rule that requires of candidates for Head-masterships, in addition to a University degree, some acquaintance with the art of teaching, is likely to be very salutary. We shall have occasion to refer hereafter to the desirability of some special training, in general, for assistant Teachers ; the following remarks, by a well known writer on education, though familiar enough to many, may well be borne in mind by all aspirants to the Teacher's chair :—" A course of professional instruction would necessarily direct a man's attention to the relative importance of different subjects as instruments of education. That the eye and hand require training by drawing and writing, that the faculties of observation may be quickened by the study of certain natural phenomena ; that some studies are best calculated to fasten the attention ; that others are best fitted to improve the reasoning power ; that others furnish the best food for the memory, or for the imagination ; that there are right ways and wrong ways of questioning ; that there are stages of progress at which a learner needs explanation, and others at which all explanation is impertinent and superfluous :—all these are considerations which, if brought before a Teacher, and made in turn the subject of serious study, would give him some notion of the objects to be kept in view in his profession, and so would save him from many mistakes. To a man so taught, two questions would arise in connection with every branch of his curriculum—what direct practical purpose do I hope to serve by this teaching ? and what indirect mental effect will it produce ? The education of a youth depends not only on what he learns, but on how he learns it ; and some power of the mind is being daily improved or injured by the methods which are adopted in teaching him."

E. QUALIFICATIONS OF ASSISTANT TEACHERS.

While most of the School authorities are making honest efforts to comply with the law in regard to assistant Teachers, not a few cases have come under our notice where the desire to save money has induced neglect or evasion of it. Exceptional circumstances have moved you, Sir, after enquiry into the facts, to relax the rule ; such cases will occur again ; notwithstanding, it should be understood that it will be rigidly enforced, unless satisfactory reasons, duly attested, be given for its suspension. Justice to the other Schools demands this.

We append a statement exhibiting the sources from which the certificates of the assistants in the High Schools are derived. It will be found suggestive.

23	Males,	4	Females,	hold	1st class	Normal	School	certificates.
7	"	3	"	"	2nd	"	"	"
5	"	2	"	"	1st	"	County Board	"
18	"	6	"	"	2nd	"	"	"
2	"	"	"	"	3rd	"	"	"
14	"				are undergraduates of a University.			
27	"				are graduates, (including several medallists.)			
Total		96		15				

Not fewer than twenty-three High Schools were without a legally qualified assistant during one or both half-years in 1874 ; owing, however, to the steps taken by the Department, some of these have since complied with the law ; the others have been permitted, in view of special circumstances, to substitute a monitor, for the year 1875. In two cases, permission to employ an uncertificated teacher was granted by the Department. One gentleman was engaged as Assistant on the strength of a certificate from the Royal Institution of Great Britain. In six Union Schools, the teacher of one of the Public School departments was employed for a portion of each day with classes in the High School. This arrangement has often been condemned, and may be pronounced, in nearly all cases, highly objectionable ; the reasons are obvious, and it is needless to dwell upon them. This practice has since ceased almost altogether.

Two significant facts are worth mentioning in connection with this subject: (1) the first men in the honour-lists at the recent Matriculations of the University were High School Assistant-Teachers, and two of them were also distinguished *élèves* of the Normal School. (2) Teachers who have obtained a Normal School certificate are finding in the High Schools at once profitable employment, and an opportunity of preparing themselves for the University.

The volume of teaching power exhibited in the above table has not been brought to bear upon the High Schools without marked effect. Several assistants are ornaments to their profession. Among the untrained and inexperienced teachers there is of course every variety of style and method. A great desideratum for this class is a special course of training, wherein they would acquire, not only ample and accurate knowledge of the subjects to be taught, but also (a) an insight into the special claims of each of these subjects, both in its practical uses and in its individual influence on the habits and growth of the learner's mind; and (b) a practical acquaintance with the best methods of imparting knowledge, of illustrating lessons and questioning on them, and of maintaining discipline and securing attention in a class. A Schoolmaster's certificate might certify the student's proficiency (to borrow a term from the medical profession), in educational *clinics*. In the absence of any special training college, or chair of pedagogy in the University, we would suggest that, as so many men are pursuing a collegiate course with a view to becoming High School masters, it would be well for the Government to establish a Lectureship in Education. It would not, we think, be difficult, if proper encouragement were given, to secure the services of several experienced and skilled Educationists, one of whom might deliver a short course of lectures on the above subjects during each session of College.

F. SALARIES.

The highest salary paid to a Head Master in 1874 was \$1,800						
" lowest	"	"	"	"	"	600
" highest	"	"	(male) assistant teacher	"	"	1,300
" lowest	"	"	"	"	"	400
" highest	"	"	(female)	"	"	600
" lowest	"	"	"	"	"	200
The average salary paid to a Head Master in 1874, was 930						
"	"	"	"	"	"	1864, " 691

Increase \$239, or

35 per cent.

The average salary paid to a male assistant in 1874, was \$664						
"	"	"	"	"	"	1864, " 362

Increase 302, or

84 per cent.

The average salary paid to a female assistant in 1874 was \$416.

It will thus be seen that the *average* salary of the male *assistant* of to-day is only \$27 less than that of a *Head Master* 10 years ago; while the *female* assistant of to-day can command, on an average, \$54 more than the *male* assistant of 1864.

To those who have observed how surely in educational not less than in commercial matters the rise of price is the measure of the enhanced value of an article in public estimation, these figures are more expressive than words.

We are decidedly of opinion that a High School which does not pay its Head Master more than \$600 per annum does not deserve to live. The names of the Schools in this category in 1874 are Streetsville, Oakwood, Scotland, Metcalfe, and L'Orignal. Of these, L'Orignal has since been closed. Some six Schools were recommended by us to be withdrawn from the list of those receiving Legislative aid in July, 1875. There are several others whose day of probation is drawing to a close.

G. MATHEMATICS.

Perhaps in no department of High School work has more manifest improvement been made than in the Mathematical. It is not uncommon now to meet pupils who have an intelligent apprehension of mathematical principles, and much readiness in applying them. That bondage to the text-book, and that mechanical and hap-hazard style of solution, so often condemned in former Reports, which were formerly the rule rather than the exception, are now being rapidly banished to the fifth and sixth rate Schools, where they still flourish.

In the better Schools, Geometry is now taught in a style that leaves little to be desired. Care is taken that each step in the process shall be fully explained, and the principles of the text-book are illustrated by appropriate exercises. Occasionally we find that boys are pushed on too fast and too far, without thoroughly comprehending the earlier parts of it, and that too much time is given to the mere text. It is trite to say that if Geometry be a most valuable instrument of mental discipline when thoroughly understood by the learner, its value is absolutely reduced to nothing, if the apprehension of it be hazy or loose.

Many of our High School pupils, both male and female, are well advanced in Algebra and Arithmetic; the first and second class teachers' examination papers are found to serve a very useful purpose in these subjects; and few Schools are without copies of them.

H. CLASSICS.

Greek.—The year shows, on the whole, a respectable amount of progress in this department. The higher limit is necessarily fixed by the curriculum for Matriculation at the Universities; and the number of subjects required to be taught in the High Schools is such as to deter, in general, any but those who have a University career in view from prosecuting the study of Greek to any considerable extent. The majority of the schools, however, have one or more classes in the subject, and pains are taken that the work, so far as it goes, shall be thorough. Among those reading for honours are to be found a respectable number who give favourable promise of becoming sound Greek scholars, and who display a correctness of translation and a familiarity with grammatical forms which testify to the solidity of the ground work. The annals of the Matriculations furnish incontestable proofs that, in not a few of our unpretending High Schools, scholars are to be found, capable of competing successfully with the *élite* of the older and more fully equipped foundations. We cannot, however, avoid saying that there is a class whose ambition appears to be confined to passing with the smallest modicum of attainment imaginable. The usual practice with such appears to be to plunge at once from Harkness's Introductory Book, with the small amount of grammar furnished by it, into Lucian, and with the effect that might be anticipated. A "crib" is procured, and the translation committed to memory. The chapter of accidents is trusted to for the neophyte's lighting on a recognizable passage, and the easy temper of the examiner for his escaping with an almost total ignorance of the grammar. If some good Greek exercise book (Arnold's for example) were used concurrently with the grammar and translation, a vast improvement would, we think, be effected. It is to be regretted that occasional changes are not made in the subjects prescribed for matriculation, as in the London University. Many Masters have expressed the weariness which is induced by the reiteration, for ten years together, of the familiar lessons in Lucian and Xenophon.

Latin.—Improved methods of teaching this branch are very noticeable. Here, again, however we would urge that more diligent attention be given to composition in Latin, which alone can secure to the learner that perfect familiarity with the rules of construction and that readiness of employing them, which are essential to solid and accurate linguistic acquirements. Those familiar with the system so much in vogue in the Scottish grammar schools of writing "versions," as they are called, or passages to be done into Latin, along with each lesson from the Latin author, will know what interest and intelligence the practice brings to the study. Our pupils write exercises, it is true; but the exact rendering of idiom for idiom, the nice discrimination of shades of difference in synonyms and phrases, the incessant drill in inflexional forms, the logical analysis of sentences, the

philosophic handling of syntax, the extraction of the aroma of a passage by a close and yet elegant translation,—all these which make the statuesque languages of Greece and Rome such invaluable instruments of education, and the ingenious youth an enthusiast at his task, are too often either ignored amongst us, or valued just in proportion as they may be made to “pay” at an examination. Knowledge, culture, taste, for their own sake, not for what they will bring in to their possessor in the shape of scholarships, medals, or professional advancement—is the idea with which we do not despair of seeing these studies prosecuted more generally in our superior schools, and without which they cannot be expected to be of much real or permanent benefit. The detailed reports in your hands will have furnished you with instances of the faults referred to above. They will also have invited your attention to the diligence and care with which so many of our teachers are seeking to cultivate the ‘more excellent way.’

I. DISCIPLINE.

For the most part the discipline of the High Schools is satisfactory, or fairly so. Insubordination is very rare; and a good feeling manifestly exists, in general, between masters and pupils. Occasionally, in consequence of the school being the only place of gathering within doors, a good deal more noise and rough play are permitted than is desirable, while the pupils are, in some few instances, uncouth and disorderly in their style of entering and leaving the room. These, however, are exceptional cases, and for the most part ascribable to the character of the building which seems to invite such tokens of disrespect. Conspicuous for the neatness and completeness of all the appointments and for the admirable order which pervades the whole, may be mentioned the High Schools of Port Perry, Whitby, Belleville, and Simcoe, and the Collegiate Institutes of Toronto, Peterboro, Hamilton, and Galt. To spend twenty-five hours a week in such elegant and well appointed temples of learning is of itself no mean advantage towards the formation of refined habit, taste, and character.

“The general discipline of the school-room,” it has been well said, “depends wholly on the personal character of the master, and on the influence which he exerts. The most striking examples of good order occur in schools where the intellectual work is of the highest quality. There it is always maintained with the least display of the mechanism of government, and with the smallest self-assertion or fuss. Serious and well-directed work is the best safeguard for the moral tone of a school, and enables a teacher to dispense with many of the precautions which become necessary in ill-taught schools.”

K. PAYMENT BY RESULTS, AND REVISED PROGRAMME.

As our views on the proper method of carrying into effect the principle of payment by results have been fully embodied in the scheme recently adopted by the Council of Public Instruction, we think it advisable simply to reproduce it here. Since its adoption we have not been led to think that any material alteration in its provisions would be desirable, but we are of opinion that it would be better to still further simplify the programme for the Lower School by transferring the subjects of Botany and Physiology from its curriculum to that of the Upper School. The subjects of Natural Philosophy, Chemistry, and Book keeping would then be combined in one group, and an option would be permitted between (i) Latin, (ii) French, (iii) German, and (iv) Natural Philosophy, Chemistry and Book-keeping. We have drawn up and now subjoin and recommend, a new Programme for the High Schools, adapted to the scheme for payment by results. It will be observed that we have omitted Zoology and some other subjects from the Programme. We have done so, not because we under-rate their interest and importance, but because there are practical difficulties in the way of teaching them in the High Schools, and because we do not wish to overload a Programme already sufficiently heavily freighted.

THE SUGGESTIONS OF THE HIGH SCHOOL INSPECTORS ON PAYMENT BY RESULTS.

(Considered and approved by the Council of Public Instruction, May 4th, 1875.)

For applying the principle of "Payment by Results" to Collegiate Institutes and High Schools, under the authority of the following Section of the High School Act:—

"66. The High School Grant shall be exclusively applied in aid of High Schools and Collegiate Institutes conducted according to law, and shall be apportioned to each High School and Collegiate Institute, upon the basis, as compared with other High Schools and Collegiate Institutes, of the length of time each such High School or Collegiate Institute is kept open, of the daily average attendance of pupils at such High School or Collegiate Institute, and of their proficiency in the various branches of study named in the programme of studies and general regulations prescribed according to law for High Schools and Collegiate Institutes."

TORONTO, 10th April, 1875.

SIR,—Having carefully considered the resolutions of the Council of Public Instruction communicated to us in your letter of 8th February,* we have the honour to lay before you the results of our deliberations on the important questions submitted for our consideration.

1. THE PRINCIPLE OF PAYMENT ACCORDING TO RESULTS.

After a thorough discussion of the various methods that have been proposed to give effect to the law on this point, we venture to submit a scheme which, combining the advantages of several of those hitherto suggested, will, we are convinced, prove at once practicable and effective. We propose that the Legislative Grant for High Schools be distributed as follows:—

I. A part in the payment of a fixed allowance to each School, as at present, in order that the smaller schools may be assured of a certain degree of stability.

II. A part on the basis of average attendance: that each school receive, per unit of average attendance, a sum equal to what is paid per average unit of attendance to the Public Schools.

III. A part on the results of *Inspection*—that the sum (say) of ten thousand dollars be distributed among the Schools according to their efficiency as determined by the Report of the High School Inspectors.

IV. A part on the results of a uniform written examination in the subjects of the Second Form work as at present prescribed.

There is already a Primary or Entrance examination; the one now proposed assumes that pupils have completed half the High School curriculum; it may, accordingly, be conveniently termed the "Intermediate" examination.

As this solution of a most important problem has not hitherto been placed before you in its entirety, we shall make a few observations on each of these heads, in order to present the essential features of the scheme in as clear a light as possible.

* Extract from a Report of a Committee, adopted by the Council of Public Instruction 2nd February, 1875:

1. That with respect to the recommendation of the High School Inspectors, as to the payment of the grant to the Schools on the *Results*, it is desired that the opinion of the Inspectors may be obtained as to whether the following plan would not be practicable, viz.: to pay the schools at a much smaller rate per pupil in the lower classes, and to make a larger grant per pupil for those in the higher classes. The Committee suggest that this may be preferable to dividing the *Schools* into classes, according to their merits, and paying the whole of the Schools of one class at a uniform rate per pupil, and the Schools of a higher class at a higher rate.

2. The Committee, having considered the recommendation of the Inspectors as to the number of masters required in the larger High Schools, in which they desire a considerable increase in the number of teachers, resolved to ask the Inspectors whether any modification of their views has occurred, or whether they still regard that large increase as essential to the welfare of the Schools, particularly if the alterations are made in the Programme, as desired.

3. The Inspectors are also to be asked for specific recommendations as to the alterations required in the Programme, which they report as wanting in simplicity and elasticity.

I. It is proposed that the present fixed allowance of \$400 to each school be continued. We have already recommended the closing of a few Schools that are never likely to do High School work ; but with these exceptions it seems desirable that the remaining Schools should be assured of a certain degree of stability. Accordingly, by the plan we submit—

(1.) No existing School is threatened with extinction, nor is the position of any School even weakened. On the contrary,

(2.) Not only are the existing interests of the smaller schools carefully protected, but the position of such schools may be largely improved, since it is plain that, in *addition* to the present minimum allowance,

(a) Every School must receive something from that portion of the Legislative Grant which it is proposed to distribute on the basis of average attendance.

(b) Every School that does its work *well*, whether that work pertain to the lower or to the higher Forms, will receive an additional sum from that part of the Grant which it is proposed to distribute on the results of *Inspection*.

(c) Every High School worthy of the name will be able to do some *bona fide* High School work, and according to the amount of such work honestly done, it will receive an additional allowance from that part of the Grant which it is proposed to distribute on the results of the "Intermediate" examination.

II. It is proposed to distribute a part of the Grant on the basis of *average attendance*.

Each High School should receive a Grant per unit of average attendance equal to the Grant per unit of average to the Public Schools.

At present the annual Grant per unit to the Public Schools is about *one dollar* ; to the High Schools about *sixteen dollars*. As a consequence, the Public Schools are injuriously depleted of the "advanced" pupils to increase the numbers in the High Schools ; and thus, in some instances, the latter are found crowded with pupils who require only an ordinary Public School education, and who do not remain sufficiently long in the High Schools to receive any of the "higher education" which is the proper function of these Schools to furnish. This evil has been markedly exhibited at London, St. Catharine's and Hamilton ; we may add that the evil is on the increase. It is evident that, in self-protection, other important places must speedily follow the same pernicious course ; and thus the Public Schools in the principal centres of population will be immeasurably injured, while the High Schools must suffer a serious degradation, vainly attempting at once to discharge the high trust committed specially to them, and to usurp the proper functions of the Public School.

We are strongly of opinion that if the plan we propose be adopted, it will, at least to a very great extent, prove a remedy for the serious evils flowing from the present system, inasmuch as—

(1.) The strong temptation unduly to deplete the Public Schools, in order to swell the numbers in the High Schools, and thereby secure a large apportionment from the Legislative Grant, will be very greatly weakened, if not wholly removed ; for

(a) Since a pupil in the High School will be worth no more to the municipality than he will be in the Public School, School authorities, will not, as now, be anxious to remove from the Public Schools those pupils who require only a Public School education, and who cannot remain long enough in the High School to pass the "Intermediate" examination, which alone can result in pecuniary advantage ; besides,

(b) If such pupils be drafted in large numbers into any High School, there necessarily follows a degradation which must seriously diminish its chances of securing a handsome dividend from that portion of the Grant which will depend on the *results* of *Inspection*.

III. It is proposed to distribute a part of the Grant on the results of *Inspection*.

The sum of (say) *ten thousand dollars*, should be distributed amongst the Schools according to their efficiency, as determined by the Report of the Inspectors.

On this we remark—

(1.) Thorough inspection is admitted to be absolutely essential ; but it does not accomplish its important purposes, unless it bestows on efficiency a pecuniary reward, and visits inefficiency with a pecuniary penalty. Teachers and School authorities should understand that substantial advantages depend on the results of the personal examination of the Schools by the Inspectors. This principle is recognized in the English, Irish and Scottish

systems of Inspection ; its practical application in Ontario will, we are persuaded, be attended with most satisfactory results.

(2.) This part of the plan is the necessary supplement of the two written examinations, viz. : The "Primary" or Entrance examination already established, and the "Intermediate" examination which it is proposed to establish. Written examinations are important, perhaps necessary, in a thoroughly effective system of Inspection ; but they are not *sufficient* ; and we are confident that, unless other important elements which cannot be determined by written examinations be taken into account, in some such manner as we propose, the value of Inspection, as a means of securing increased efficiency, will be very greatly impaired. We think this part of the plan is essential to the entire scheme. For—

(a) It will greatly counteract that tendency to mere "cramming," which is fostered to a greater or less degree by written examinations.

(b) It will take into account certain elements in School efficiency, as indicated (in 3) below, which are of paramount importance, but which find no recognition in the comparatively inadequate test of written examinations.

(c) It will take into account the character of the work done between the limits fixed by the Entrance examination and the Intermediate examination, and thus bestow reward for faithful work done in the *lower forms*.

(d) It will take into account the higher work, *i. e.* the work done beyond the limit fixed by the "Intermediate" examination, and thus supplement the written examination in determining the scholarship in the higher forms of any School.

(3.) In classifying the Schools (a classification which may or may not be made public) with a view to the distribution of the part of the Grant which it is proposed to apportion on the results of Inspection, account ought to be taken of the following :

(a) School accommodation, condition of School premises, general educational appliances (maps, apparatus, &c.)

(b) Number of masters employed as compared with the number of pupils and classes, qualifications of masters, character of the teaching, &c.

(c) The character of the work done between the two limits already mentioned ; so that any School, which, owing to the operation of special causes, may prepare but few pupils to pass the "Intermediate," will nevertheless be rewarded for the thorough work which it may do below this higher limit.

(d) The quantity and quality of the work which may be done beyond the higher limit—*i. e.*, by those pupils who shall continue their studies in the higher course prescribed for those who pass the Intermediate examination.

(e) Government, discipline, general *morale*.

IV. It is proposed that a part of the Grant shall be distributed on the results of an "Intermediate" examination of the nature following :

(1.) This examination should be instituted at a point about midway between the beginning and the end of the High School course, for promotion from the lower to the upper forms. It should, on the whole, be equal, in point of difficulty, to that which candidates for Second Class certificates now undergo. Pupils that pass this examination would form what may be called the UPPER SCHOOL ; while those that have not passed it would form what may be called the LOWER SCHOOL, in any High School or Collegiate Institute.

(2.) Candidates for promotion from the Lower School to the Upper School should be examined in English Grammar and Etymology, Reading, Dictation, Composition, Writing, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, and in ONE of the following branches, or *groups* :—

(a) Latin.

(b) French.

(c) German.

(d) Chemistry, Botany and Drawing.

(e) Natural Philosophy, Physiology and Book-keeping.

In order that masters may not be compelled to teach the six subjects in (d) and (e) concurrently, papers in these *groups* should be set for the examinations alternately, *i. e.* papers should be set in group (d), at the examination for the *first* half, and papers in group (e) at the examination for the second half of each year.

(3.) That part of the Grant which it is proposed to distribute on the results of this "Intermediate" examination should be apportioned on the basis of the average daily attendance of the pupils in the *Upper Schools*, it being understood that, in every case, pupils passing the "Intermediate," are to be regarded as having been admitted to the Upper School at the beginning of the half year in which they pass such examination.

(4.) It will be necessary to remodel the Programme, and to appoint examiners to assist the Inspectors in reading the answers at the "Intermediate" examination.

We have now placed the essential features of the scheme before you ; but it may not be inappropriate to add a few explanations on—

- (1) The "*Intermediate*" examination ;
- (2) The *necessity of assistant examiners* ;
- (3) The proposed change in the Programme ; and
- (4) In illustration of the working of the plan.

(1.) The *Intermediate* examination should be held in June and December of each year, at the time fixed for the Entrance examination.

The questions should be prepared by the High School Inspectors (or by the central committee), and sent under seal to the Public School Inspectors. The Public School Inspectors, or their substitutes (who should in no case have any connection with the Schools to be examined) should alone be responsible for the proper conduct of the examinations. The answers of candidates should be sent to Toronto, to be read and valued by the High School Inspectors, or by sub-examiners acting under their supervision. [The Inspectors recommended that "any pupil that passes the University Matriculation Examination should be considered as having passed the *Intermediate*." This clause was not concurred in by the Council.]

(2.) The High School Inspectors would require assistance in reading the answers of candidates at the *Intermediate*. We could prepare the questions, but we could not, unassisted, read and value the answers. About *fourteen* papers would have to be prepared—of which each candidate would be required to answer about *ten*. There would probably be 800 candidates at the first examination, and therefore *eight thousand* papers to be read and examined. It is clear, therefore, that sub-examiners to assist the Inspectors are a *sine qua non*. These might be appointed by the Council of Public Instruction, on the recommendation of the Inspectors, and paid by the Department. For the first examination *six* sub-examiners would be required, and the expense would be about *three hundred dollars*. In order somewhat to lighten the labour of examination, it is proposed to make certain branches *test* subjects. It would, accordingly, be expedient to reject, without further examination, any candidate who should fail to make *forty per cent.* in any *one* of the following subjects :—English Grammar, Dictation, History, Geography, Arithmetic, Algebra, Euclid. These subjects would therefore be read *first*.

(3.) A change in the Programme, or more properly, a re-arrangement of the subjects of the Programme, is necessarily involved.

Instead of the fixed amount of work at present prescribed for each form, we suggest that the Council should prescribe the subjects of study and the amount to be done in each subject in the Lower School and in the Upper School respectively, leaving it to the local authorities to decide (subject to the approval of the High School Inspectors), according to the varying circumstances of the Schools, the order in which the subjects should be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once. We have no doubt that these changes in the Programme would be a great improvement on the existing arrangement. It has been found that the formal distinction between the English and the Classical Course cannot in practice be maintained ; that the sharp division into four forms cannot be effected ; and that too many subjects and too many classes have to be carried on concurrently.

The plan we propose leaves a good deal (but in our opinion not too much) to the discretion of the masters, as regards the subjects to be taken up, and the classes to be carried on during any term.

While sacrificing nothing important, it will remove, we venture to hope, the evils resulting from an impracticable classification, and a too extensive curriculum. We sub-

mit herewith an outline of the new arrangement of the Programme, which, if generally approved by the Council, we should wish fully to elaborate for publication.

(4.) Illustrations of the working of distribution on proposed *combined* plan :—

(a) The High School Grant is (say) \$72,000 ; this would be distributed as follows :	
I. 106 Schools receive a minimum of \$400 each.....	\$42,400
II. <i>One dollar</i> per unit of average attendance (about 5,000).....	5,000
III. Sum to be apportioned on report of the Inspectors.....	10,000
IV. Balance to be distributed on results of Intermediate examination..	14,600
Total	\$ 72,000

The apportionments I. and II. present no difficulty whatever. The apportionment in III. would be determined by the rank obtained by the School. And apportionment IV. would simply require the average attendance of pupils in the Upper School to be kept separate in the half-yearly report. Thus the *distribution* of the Grant, on the proposed plan, would entail on the Department little or no increase of labour.

(b) Let us take the case of a School having an average attendance of *forty*, and regarded by the Inspectors as one of the *second* class. Assume that, for the whole Province, the average attendance of pupils in the Upper Schools would be 240, and that the School in question would have an average attendance of *eight* in the Upper School. Then the probable apportionment would be :

I. Minimum grant.....	\$400
II. One dollar per unit of <i>total</i> average attendance.....	40
III. Awarded according to rank of the School.....	180
IV. Average attendance (8) in Upper School.....	240
Total.....	\$860

(c) Take the case of a well-equipped Collegiate Institute, with an average attendance of seventy, and ranked in the *first* class. Assume the average attendance in the Upper School to be *twenty*. Then the probable result would be ;

I. Minimum grant.....	\$400
II. One dollar per unit of total average.....	70
III. Awarded on account of rank	300
IV. Average attendance in Upper School.....	600
Total	\$1,370

(d) Take the case of one of the lowest class Schools, having none in the Upper School. Assume its *total* average attendance to be twenty. Then the probable result would be :

I. Minimum	\$400
II. Total average attendance.....	20
III. On rank of School.....	50
IV. Average attendance in Upper School.....	00
Total	\$470

The School might be so inefficient that nothing could be allowed on III. ; its apportionment would then be \$420.

In Conclusion : The principal difficulty in the way of the practical working of the proposed scheme is the labour attending the Intermediate examination. This can be surmounted by the appointment of sub-examiners, at an expense quite insignificant when compared with the desirable objects to be attained.

After repeated and careful consideration of the subject, and after consulting with some of the best masters in the Province, we state with confidence our opinion that the proposed solution of a difficult and important problem will, if fairly carried out, be attended with most satisfactory results.

It will give effect to the principle of payment by results without injuriously affecting the position of the smaller Schools; by lessening the importance of mere numbers, it will improve the High Schools, and prevent the degradation of the Public Schools; it will stimulate the masters by a direct pecuniary inducement, not as heretofore to *prepare* pupils for *entrance*, but to *PERFORM WELL THE WORK PROPERLY PERTAINING TO HIGH SCHOOLS*; it will show the country what Schools are really doing High School work, and what nominally High Schools are doing only Public School work, and will thus ultimately force the latter class to become what they profess to be, or give way to more efficient *Public Schools*; it will, we think, give a more powerful impetus to the progress of the High Schools than anything else that has been yet devised; and thus, by increasing the efficiency of the High Schools, it will exert no small influence for good on the entire educational system of the country.

Upon the other points to which our attention has been called by the Resolutions, but little need be said after the preceding statement.

With regard to the recommendations made in our Report for 1873, "as to the number of teachers to be employed in the larger High Schools" and Collegiate Institutes, we are of opinion that, should the suggestions made in this letter be adopted, the present tendency to swell the numbers in the High Schools will be, in a great measure, arrested, and that, therefore, it will not be necessary to take immediate action in the matter.

But if the present system is to continue, we adhere to the opinion expressed in the recommendation to which reference is made.

As to "specific recommendations regarding the alterations required in the Programme," we have already given them in the preceding pages, and respectfully refer you, also, to the *outline* of the proposed Programme, herewith submitted.

We have the honour to be, Sir,

Your obedient servants,

(Signed)

J. A. McLELLAN,

J. M. BUCHAN,

S. ARTHUR MARLING.

Rev. E. Ryerson, D.D., LL.D.,

Chief Superintendent of Education for Ontario.

REVISED PROGRAMME FOR HIGH SCHOOLS.

Lower School.

Group A.—English Language.—Review of elementary work; Orthography, Etymology, and Syntax; Derivation of Words; Analysis of Sentences; Rendering of Poetry into Prose; Critical Reading of portions of the Works of Authors of the Eighteenth and Nineteenth Centuries, to be prescribed from time to time by the Council of Public Instruction*; the Framing of Sentences; Familiar and Business Letters; Abstracts of Readings or Lectures; Themes;—generally, the Formation of a good English Style; Reading, Dictation, and Elocution, including the learning by heart and recitation of selected passages from Standard Authors.

Group B.—Mathematics.—(a) Arithmetic—Simple and Compound Rules; Vulgar and Decimal Fractions; Proportion; Percentage in its various applications; Square Root.

(b) Algebra—Elementary Rules; Factoring; Greatest Common Measure; Least Common Multiple; Square Root; Fractions; Surds; Simple Equations of one, two, and three unknown quantities; Easy Quadratics.

(c) Geometry—Euclid, Books I. and II., with easy exercises; Application of Geometry to the Mensuration of Surfaces.

* For 1876, Gray's "Elegy" and Sir Walter Scott's "Lady of the Lake" have been prescribed. Candidates will be expected to show that they have read the whole of the latter poem, but the questions set will be based mainly on Cantos. v. and vi.

(d) Natural Philosophy—Composition and Resolution of Forces ; Principle of Moments ; Centre of Gravity ; Mechanical Powers, Ratio of the Power to the Weight in each ; Pressure of Liquids ; Specific Gravity and Modes of Determining it ; the Barometer, Syphon, Common Pump, Forcing Pump and Air Pump.

Group C.—Modern Languages.—(a) French : The Accidence and the Principal Rules of Syntax ; Exercises ; Introductory and Advanced French Reader ; Retranslation of easy passages into French ; Rudiments of Conversation.

(b) German : The Accidence and the Principal Rules of Syntax ; Exercises ; Adler's Reader, 1st, 2nd, and 3rd Parts ; Retranslation of easy passages into German ; Rudiments of Conversation.

Group D.—Ancient Languages.—(a) Latin : The Accidence and the Principal Rules of Syntax and Prosody ; Exercises ; Cæsar, *De Bello Gallico* B'k I., and Virgil, *Æneid*, Book II. vv. 1—300 ; Learning by heart selected portions of Virgil ; Retranslation into Latin of easy passages from Cæsar.

(b) Greek, Optional.

Group E.—Physical Science.—Chemistry : A course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol ; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and their more important Compounds ; Combining Proportions by weight and by volume ; Symbols and Nomenclature.

Group F.—History and Geography.—(a) Leading Events of English and Canadian History, also of Roman History to the Death of Nero.


(b) A Fair course of Elementary Geography, Mathematical, Physical, and Political.

Group G.—Bookkeeping, Writing, Drawing, and Music.—(a) Single and Double Entry ; Commercial forms and usages ; Banking, Custom House, and General Business Transactions.

(b) Practice in Writing.

(c) Linear and free-hand Drawing.

(d) Elements of Music.

 An option is permitted between (i.) Latin, (ii.) French, (iii.) German, and (iv.) Natural Philosophy Chemistry and Book-keeping.

Upper School.

Group A.—English Language.—Critical Reading of portions of the Works of Authors of the Sixteenth and Seventeenth Centuries to be prescribed from time to time by the Council of Public Instruction ;* Composition, Reading, and Elocution ; the subject generally, as far as required for Senior Matriculation with Honors in the University.

Group B.—Mathematics.—Arithmetic : The Theory of the Subject ; Application of Arithmetic to complicated business transactions, such as Loans, Mortgages, and the like.

(b) Algebra : Quadratic Equations, Proportion, Progression, Permutations and Combinations, Binomial Theorem, etc., as far as required for Senior Matriculation with Honors.

(c) Geometry : Euclid, Books I, II, III, IV, Definitions of Book V, Book VI, with exercises.

(d) Trigonometry, as far as required for Senior Matriculation with Honors.

(e) Natural Philosophy : Dynamics, Hydrostatics, and Pneumatics.

For 1876, Shakespeare's Tragedy of "Macbeth," and Milton's "Il Penseroso," have been prescribed.

Group C.—Modern Languages.—(a) French : Grammar and Exercises ; Voltaire, Charles XII, Books VI, VII, and VIII ; Corneille, Horace, Acts I and II ; De Stael, L'Allemagne, 1^{re} Partie ; Voltaire, Alzire ; Alfred de Vigny, Cinq-Mars ; Translation from English into French ; Conversation.

(b) German : Grammar and Exercises ; Schiller, Das Lied von der Glocke, and Neffe als Onkel ; Translation from English into German ; Conversation.

Group D.—Ancient Languages.—(a) Latin : Grammar ; Cicero, for the Manilian Law ; Virgil, Æneid, Book II ; Livy, Book II, Chaps. I to XV inclusive ; Horace, Odes, Book I ; Ovid, Heroides, I and XIII ; Translation from English into Latin Prose, etc., as far as required for Senior Matriculation with Honors.

(b) Greek : Grammar ; Lucian, Charon and Life ; Homer, Iliad, Book I ; Xenophon, Anabasis, Book I, Chaps. VII, VIII, IX, X ; Homer, Odyssey, Book IX ; etc., as far as required for Senior Matriculation with Honors.

Group E.—Physical Science.—(a) Chemistry : Heat—its sources ; Expansion ; Thermometers—relations between different scales in common use ; Difference between Temperature and Quantity of Heat ; Specific and Latent Heat ; Calorimeters ; Liquefaction ; Ebullition ; Evaporation ; Conduction ; Convection ; Radiation. The chief Physical and Chemical Characters, the Preparation, and the characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus, and Silicon.

Carbonic Acid, Carbonic Oxide, Oxide and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.

Combining proportions by weight and by volume ; General Nature of Acids, Bases and Salts ; Symbols and Nomenclature.

The Atmosphere—its constitution, effects of Animal and Vegetable Life upon its composition ; Combustion ; Structure and Properties of Flame ; Nature and Composition of ordinary Fuel.


Water—Chemical Peculiarities of Natural Waters such as Rain Water, River Water, Spring Water, Sea Water.

(b) Botany : An introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily, and Grass Families ; Systematic Botany ; Flowering Plants of Canada.

(c) Physiology : General view of the Structure and Functions of the Human Body ; the Vascular System and the Circulation ; the Blood and the Lymph ; Respiration ; the Function of Alimentation ; Motion and Locomotion ; Touch, Taste, Smell, Hearing, and Sight ; the Nervous System.

Group F.—History and Geography.—(a) History : The special study of the Tudor and Stuart Periods ; Roman, to the death of Nero ; Grecian, to the death of Alexander.

(b) Geography, Ancient and Modern.

 Masters will be at liberty to take up and continue in the Upper School any subject from the lower School that they may think fit.

Every pupil must take Group A, Arithmetic, Algebra as far as Progression, History and two other subjects from those included in Groups C. D. and E. In cases of doubt the Master shall decide. But candidates preparing for any examination shall be required to take only the subjects prescribed for such examination.

L. HIGH SCHOOL DISTRICTS.

We have frequently had occasion, in the detailed reports, to allude to the unsatisfactory character of the provision made, under the present law, by some County Councils, for the High Schools which they have authorized within their jurisdiction. *First*, let us men-

tion some instances of liberality. (a) The County of Elgin divides its territory into two High School Districts, giving to Aylmer, in addition to the village, the Townships of Malahide and S. Dorchester. (b) The County of Wentworth gives to Waterdown High School an amount equal to three-fourths of the Legislative grant; the township of Flamboro' provides \$300 more. (c) The Collegiate Institute of St. Catharines receives from the County Council of Lincoln \$1,500; from the Town of St. Catharines, \$1000, and from the Townships of Louth and Grantham, \$2,800. Other instances of public spirit might be added, but these will suffice. Were a similar spirit to actuate all the municipalities, the maintenance of the High Schools would nowhere be felt to be burdensome: the inhabitants of the adjacent townships, contributing to the support, and sharing the benefits of the High School in their midst, would be interested in its welfare. *Secondly*, however, let us, by way of contrast, state the position of some other schools:

Scotland has for its High School District the School Section only.

Port Dover	do	do	do	do
Cayuga	do	do	do	do
Parkhill	do	do	do	do
Newmarket	do	do	do	do

yet the proportion of village to country pupils in Newmarket was in 1874 as 11 to 27.

Dunnville has for its High School District the School Section only (the By-law giving it a portion of the adjoining territory having been repealed).

Oakwood, in like manner, is limited to the School Section. These examples, which might be multiplied indefinitely, will explain the embarrassed position in which many of the smaller schools are placed. They are compelled to employ two teachers; they benefit the surrounding country equally with the villages in which they are situated; yet the burden of providing the amount necessary for the accommodation of the High Schools, over and above the amount required by law from the County falls, exclusively upon them. It is true that, in some cases, the County Council provides, as in the case of York, more than the law compels it to furnish; but this is the exception. Can it be wondered at that schools so situated are oftentimes considered as a burden rather than an honour and an advantage; and that the authorities, both Trustees and Masters, incur no small degree of unmerited odium in consequence of their connection with them? We would submit this important question to your wisdom and experience, with the hope that this matter of High School support may be fully gone into; and that some plan may be devised, whereby the burden of maintaining these schools, may be more equitably distributed among those who most directly profit by them. Many County Councillors have expressed to us the opinion, that they would welcome such an alteration of the law as would make it obligatory on the Council to allot a fair proportion of territory to each High School, subject to its jurisdiction. At present the law says that they "may" divide; and a hundred petty local jealousies spring up to defeat the proposal whenever made. If the Act said "shall," acquiescence would be yielded with very little murmuring. If this cannot be done, let the Counties be required to provide an amount *equal* to the Legislative apportionment for each High School, instead of one half, as at present.

M. MISCELLANEOUS.

(1) We would respectfully suggest to you the advisability of calling the attention of Boards of High School Trustees to the necessity for using discrimination in exercising their appointing power. They are under a moral obligation, in engaging a master, to do so with due care and caution, to satisfy themselves that he possesses the legal and personal qualifications, and to hold him to his engagement. Instances have been brought to our notice of High Schools being threatened with destruction in consequence of the appointment without sufficient enquiry, of persons who had been compelled to leave their former positions in consequence of disgraceful or immoral conduct. It would hardly be credited, for example, that a Head Master could be dismissed from two High Schools for drunkenness within a year. Yet this has occurred. Again, schools have been seriously injured by the highly censurable conduct of persons who have accepted a Head Mastership, taught a few days, or less,

and then, on hearing of a more lucrative post, have taken instant flight, leaving the school to shift for itself as best it might.

(2) We moreover beg leave to suggest that the school authorities be urged to adopt more efficient means to secure regularity of attendance in High Schools. We have not the figures to state the average attendance as compared with the nominal number of pupils; but we have reason to believe that the difference is very great, and that it is significant of an evil whose gravity is inadequately appreciated.

(3) We would recommend that the Department communicate with the Senates of the several Universities, to the end that some English classical author be placed on the lists of subjects prescribed for matriculation. Such a measure would, in our opinion, operate very powerfully to promote the study of English literature in the High Schools; and, inasmuch as the University programme will virtually determine the course of study in the Upper School under the Revised Scheme, we would submit that it would be of great advantage that the author prescribed be the same for both.

(4) We are further of opinion that it would be of great advantage to local Boards of Trustees to be made officially acquainted with the results of the periodical inspections of their schools, as soon as convenient after these have been held. As the Inspector's report is now required to be sent to the Department immediately after each visit, there would be no difficulty in transmitting a copy of so much of it as you might think to be necessary.

(5) In the last place, we respectfully submit that the time has come when the female pupils of the High Schools should have a similar opportunity of testing their attainments to that which the University Matriculation Examination now affords to males. It is within our knowledge that, were the way open, many of the young ladies who are now studying the higher branches with much success, would be glad of an opportunity of securing the stamp of the University for their acquirements.

N. INSPECTION OF PUBLIC AND SEPARATE SCHOOLS.

During the year, in addition to inspecting the High Schools, we inspected some hundreds of divisions in the various Public and Separate Schools in the cities, towns and villages in which the High Schools are situated. The particular impressions produced by our visits to each individual School, we have already reported to you; but we may further state that we have formed the general opinion that, in most parts of the Province, the Public Schools are improving. There are, however, places in which the local authorities seem not yet to have become alive to their responsibilities; the School accommodations are unsatisfactory; the number of Teachers employed is insufficient; Teachers with little scholarship and less experience are engaged on the ground of cheapness, and thus with inefficient instructors in charge of crowded departments, the important work of the School-room must necessarily be ill-performed. It is needless to say that in such places the High Schools, in consequence of the inefficiency of the Schools to which they look for their supply of pupils, neither are, nor can be in a position to do the important work for which they were professedly established.

The inspection of the Separate Schools derives an additional interest and importance from the peculiar position they occupy in our educational system. Among them, we have found both well-equipped and ill-equipped, both well-taught and ill-taught Schools. On the whole, we regret to report that, in the majority of cases, the buildings, the equipment and the teaching, are alike inferior. There are but few Separate School Teachers whose School surroundings are such as to make their positions enviable, and accordingly a large measure of approbation is due to those who have succeeded in doing good work. We have pleasure in stating that in many places the Separate School Boards are beginning to see that they must either make the Schools under their charge more efficient, or close them altogether. There are many things connected with the operation of the Separate School Act which invite comment; but we think it best to postpone the expression of our views until they are matured by the experience of another year. In concluding this brief notice of an important subject, we have great pleasure in acknowledging the almost uniform kindness and courtesy with which we have been received by the Separate School

authorities on our visits of inspection, and in bearing testimony to their willingness, and in many cases earnestness of purpose, to do the very best they can for the Schools committed to their charge.

We have the honour to be, Sir,

Your obedient servants,

(Signed,) J. A. McLELLAN,
J. M. BUCHAN,
S. ARTHUR MARLING.

To the Reverend Egerton Ryerson, D.D., LL.D.,
Chief Superintendent of Education,
Toronto.

APPENDIX B.

EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS RELATIVE TO THE STATE
AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE COUNTIES, &C., FOR THE
YEAR 1874.

COUNTY OF GLENGARRY.

Donald McDiarmid, Esq., M. D.—The progress made by some of the Schools, during the year, has been as good as can reasonably be expected, but many have not shown much improvement. The chief obstacles to the advancement of the Schools are irregular attendance, change of teachers, small School Sections, poor teachers, bad School-houses, and the advancement of the pupils before they have thoroughly understood the work gone over.

Irregular Attendance.—Irregularity occurs in three classes of the pupils. The elder pupils, who are able to assist their parents in their daily employments, only attend School when there is little or no demand for the help they can give. The second class, comprising the younger pupils, do not attend regularly in severe weather, and especially when they reside far from the School-house, and the roads are bad. The third, and last, numerous class include those who are permitted to absent themselves, part of the time, from School, by the neglect and carelessness of the parents.

Change of Teachers.—Frequently a change of Teachers takes place at the end of the half-year or year. The succession of different Teachers, at short intervals, does not favour the rapid progress of the Schools. A Teacher employed for a short time is not apt to be thorough in his work, as the little apparent progress judged by the amount of book-work gone over, resulting from faithful teaching, would make him unpopular. Besides, much time is lost before the various methods of imparting instruction are understood by the pupils.

Small School Sections.—In some parts of the County the School Sections are small. The Trustees, in order not to overburden the rate-payers with School taxes, either do not keep the School open the whole year, or but secure the services of inexperienced Teachers, because they can be had for small salaries.

Improper Advancement of the Pupils.—A serious drawback to the satisfactory progress of some of the Schools, is a habit of taking up new lessons before the pupils have acquired a thorough knowledge of those preceding. Thus they are permitted to pass from lesson to lesson, and book to book, with but a confused comprehension of the subjects treated of. The evil complained of is generally due to the anxiety of Teachers to gain popularity with the parents.

Teachers.—Over eighty Teachers were employed during the year, and of these only three held Provincial Certificates of qualification. Various reasons may be adduced for the number possessing these certificates not being more numerous. The chief being inadequate salaries. The want of a sufficient number of trained Teachers to supply the best Schools in each of the Townships is a serious hindrance to the progress of education in the County. Many of the Teachers acquired their education in the rural Schools,

which were often taught by Teachers whose knowledge of imparting instruction was not of a high order. In these Schools, classification, with the exception of the advanced reading classes and, perhaps, those of Grammar and Geography when taught, was ignored, individual teaching being the rule. It cannot be expected that Teachers having but an imperfect knowledge of the subjects to be taught, and never attending Schools where improved methods of teaching are practised, can be very successful.

Of twelve male Teachers employed, only six taught during the whole year. There is a demand for male Teachers which cannot be supplied. Other callings offer greater inducements than School teaching, so that a comparatively small number of young men can be induced to qualify themselves for becoming Teachers. In fact, those who are employed have, with few exceptions, no idea of continuing permanently in the profession. Thus, female Teachers are employed in the greater number of the Schools. Some of the more experienced are good Teachers, but the majority are young, inexperienced, and, from previous training, have but a faint idea of the responsibilities they have assumed. As they do not purpose to teach permanently, they have no incentive to pursue their studies further than is necessary to secure third-class certificates of qualification. The excellent papers prepared by the Central Board of Examiners for use in the examination of candidates for certificates of qualification, are compelling the more incapable Teachers to seek other avocations.

The present status of the Teachers will not materially change till a supply of trained Teachers can be secured, who will, in a measure, prepare their successors for the efficient discharge of their duties. The Ottawa Normal School will be the source from which that supply will be drawn.

In order to make up for the previous want of training of Teachers, in addition to the teaching of classes during the official visits to the Schools, a Teachers' Association has been formed, at the meetings of which, improved methods of teaching are discussed and practically illustrated.

Salaries.—There is very little difference to note from last Report respecting the salaries paid. The highest received by a male Teacher was \$600, and the lowest \$192. The highest paid to a female Teacher was \$350, and the lowest \$96.

The Trustees and the supporters of Schools in wealthy Sections are willing to pay liberal salaries to good Teachers. In a few instances where the salaries were increased and the Teachers did not come up to the expectations of the people, the Trustees have this year employed cheaper Teachers. When a greater number of good Teachers can be secured, the salaries will be raised. The services of good Teachers with fair salaries will secure a better attendance, as parents will make sacrifices to keep their children regularly at School for the greater benefit received by the increased outlay.

Classification.—The Classification as laid down on the programme of studies for the Public Schools, is, on account of the irregular attendance, difficult to adhere to. The classes are divided and sub-divided, so that instruction is given to a multiplication of classes. Justice cannot be done to any subject, and the emulation which should exist in a large class is, to a great extent, lost when the class contains but two or three individuals.

The greatest improvement noticed is in the first class, and especially in those reading in part 1. of the First Book. The teaching of the First Book was regarded by Teachers as the drudgery of the School-room, when the pupils were generally taught individually. The introduction of the Tablet Reading Lessons led to the adoption of the simultaneous method of teaching, with the most gratifying results. The subjects in which the least acquaintance was shown were Grammar and Geography. It was the more surprising regarding the latter, as the Schools are well supplied with maps. History, and the other subjects of the advanced classes, are rarely taught in the rural Schools. The pupils comprising these classes, for the most part, only attend but part of the year, with the intention of acquiring a better knowledge of Arithmetic, Reading and Writing. They evince a strong disinclination to take up many of the other branches.

School-Houses.—Seven new School-houses were completed during the year, and more will be built the following year. The School buildings erected during the past three years, and a few of those formerly built, are comfortable and well adapted for the purpose for which they are intended. In several Sections, new School-houses are much needed in

place of the small, uncomfortable buildings at present in use. Some of these internally reveal long, rough desks, with movable benches for seats. Similar benches, unprovided with desks, and intended for the younger pupils, are placed in convenient positions. The injury done by bad School-houses to the advancement of the Schools, occurs at the two periods of the year when the attendance is greatest. In winter the elder pupils attend, but feel little inclination to study, when the temperature of the room, with the exception of the immediate neighbourhood of the stove, is only a few degrees above zero. In summer the younger children occupy the small room, with its low ceiling favouring the rapid formation of a hot and enervating atmosphere, which soon deprives them of what little energy they have. It is to be recollected that the usual concomitant—wretched School furniture—adds to the discomfort.

School Grounds.—The School grounds in nearly all the Sections have not received much attention. Many have not yet been fenced in, and with few exceptions, have not been levelled, nor have ornamental trees been planted. In fact, instances have been met with in which the only ground occupied is that covered by the School-house. The pupils use the public highway for a play-ground.

Registers.—Daily Registers are kept in all the Schools, but the General Registers have not yet been introduced. Class Registers are kept in some of the best Schools, the Teachers of which send Monthly Reports of the pupils' standing to the parents, but generally no record of the progress of the classes is kept.

Quarterly Examinations are held in many of the Schools, but excite little local interest, the attendance of parents being usually meagre.

COUNTY OF STORMONT.

Alexander McNaughton, Esq.—It affords me much pleasure to be able to report a gratifying improvement in School accommodation during the year. Eleven new School-houses have been erected, and three others have undergone such extensive alterations that they may almost be considered new. A few inferior School-houses still remain, which will be replaced by more suitable buildings at an early day, but the great majority of the Sections are now provided with comfortable and convenient accommodations.

The improvement of the material accommodations of the Schools has been partially accomplished. The Schools are now generally held in suitable buildings, furnished with convenient desks, and equipped with maps, tablets, and other requisites.

One great obstacle to the progress of the Schools has thus been removed; but another calls aloud for reform. The Teacher makes the School. You may provide a comfortable workshop, furnished with suitable tools, and all necessary appliances, but unless the workman has previously acquired skill in the use of such tools, and experience in constructing the particular mechanism upon which he is employed, his efforts will be futile, and neither creditable to himself nor profitable to his employers. Special previous preparation is equally necessary for those who undertake the responsible duties of the Teacher's office. It is necessary to employ trained and skilful Teachers in order to reap the full benefit of the expenditure on buildings, furniture and apparatus.

The intellectual progress of the Schools does not keep pace with the material improvement in accommodations. The transitory nature of the Teacher's occupation causes the annual removal of experienced Teachers to more lucrative or attractive spheres of life, and the enrolment of a number of young recruits, destitute of training or experience. These pass through the usual course of experiments and failures, until their methods of instruction and organization have been corrected and matured by experience; and by the time they acquire sufficient practice to become useful as Teachers, the majority of them retire from the profession, giving place to successors who seem destined to undergo a similar ordeal.

Nine-tenths of the present Teachers have only such training as they have acquired by experience, and pass the first year or two of their career as Teachers in ineffectual efforts to discharge a duty concerning which they have but crude ideas, and for which they have made scarcely any preparation except such as enabled them to obtain third class certificates.

The great desideratum of our Schools is a supply of trained Teachers. Persons who incur the expense of attending a session or two at the Normal School, are predisposed from that circumstance to make strenuous and persistent efforts to achieve success in their adopted profession, and are not so apt to get discouraged at the first note of discord in a Section, or to fly to some other pursuit as a harbour of refuge.

The salaries paid to Teachers are gradually improving, although still far from commensurate with the importance of the office. Those for 1874 averaged about ten per cent. higher than those for 1873.

Although many young men pass the examinations, it is painfully evident that the number of male Teachers is yearly becoming less. The present inducements seem to be insufficient to retain them in the profession. The privilege of superannuation without being disabled, at an earlier age than sixty, might, perhaps, prove a sufficient inducement to cause a larger number to continue in the profession. Some measure ought to be devised which would have a tendency to entice a greater number of talented young men to select teaching as the occupation of their lives, by which to obtain a livelihood for themselves and their families, and to achieve success in the world.

I am looking hopefully to the time when the Normal School, now on the eve of going into operation in Ottawa, will afford a partial relief from the difficulties which beset us on account of the scarcity of trained Teachers.

The attendance in many of the Sections improved considerably during the year, but several Sections had to close their Schools temporarily on account of visitations of disease. The attendance throughout was far short of what it ought to be, and was a cause of complaint and discouragement on the part of Teachers, as irregular attendance disorganizes the Schools, and prevents the Teachers from carrying on a course of systematic instruction in the different subjects.

The Compulsory Attendance clause of the School Law has not yet been enforced in this County, but the Trustees in many Sections took the preliminary steps in December last, towards enforcing the law where necessary.

The urgent necessity of providing adequate accommodations by the purchase or enlargement of sites, and the erection of School-houses, has hitherto prevented me from pressing the subject of School Libraries upon the attention of Trustees; but I intend, hereafter, to direct the minds of the people to the benefits conferred by the diffusion of sound, healthy literature, and the advantageous terms upon which a valuable Library can be obtained by each School Section.

The distribution of prizes is gaining in favour, and the books received from the Department give general satisfaction.

COUNTY OF DUNDAS.

Rev. Wm. Fergusson, A. M.—In entering on this Report I must beg your attention to some things which seem to indicate vacillation of purpose and doubtfulness as to the propriety of certain regulations lately established.

In regard to Assistant Teachers in High Schools, while I had no doubt as to the necessity of such aid in many Schools, I doubt if it was truly demanded in every case. Where the average attendance did not rise above forty, I could not see any difficulty to an energetic Teacher, whose mind was in his work, in compassing the whole circle of his labour without exhaustion to himself and with all justice to his pupils. Beyond that number an assistant might be required, and if the number exceeded eighty, a second assistant might be required to secure the due execution of the work.

I am of the opinion that where an Assistant Teacher is absolutely required in a High School, the former rule should prevail, and the situation be held only by those who hold a second class certificate.

It is a matter of grave doubt if a scholar can successfully assume the role of Teacher in that School, where but a week before he occupied a bench as a scholar, even if he holds a legitimate title to a Mastership. A class of pupil Teachers is in its place in a Model or Normal School, and no where else. The situation of assistant in a High School was one which was beginning to be sought after by the better and more aspiring class of Teachers. To gain such was to gain a step towards the University, and then——. But the value of

the situation must sink in public estimation, when its duties can be performed by one who has never reached a third-class certificate, and may never hold that certificate. I add that the admission of persons holding such limited qualifications, as are set forth in the instructions, to the position of second or Assistant Teacher in the High Schools, is calculated to lower these institutions in the estimation of the public.

There is a conviction rapidly increasing among some, and that is, if they can secure an efficient second-class Teacher, they can accomplish at home all that they can gain by sending their sons and daughters, at a heavy expense, to a distant High School. Add the continued benefit of a parent's wakeful care, at a time of life when such care is most needed, and is most available in guiding the young feelings and principles—a duty which might be neglected by Teachers who think their duties limited to the enlargement of the intellectual faculties and to the communication of elementary science and literature.

Several new School-houses have been erected in the course of the year, and give evidence of an increasing desire to make them correspond in all things to the requirements of the Law. One has been erected that might serve as a model for any in an inland Township. Others will be begun this year on the same principle of improvement, as to size, lighting and ventilation. The time has gone by when the winter's frosts secured the summer's ventilation in the School-house, and newspaper blinds did not interrupt all the means for optical acquaintance with the passengers on the road. In some cases additional play ground has been acquired at considerable expense, and very commendable fencing and conveniences have been erected. I trust the time is fast approaching when beauty will be conjoined with convenience, and symmetry with size.

There is an increasing desire to have maps and other aids to instruction supplied. I hold it a paramount task to convince reluctant and timorous Trustees of the vast benefit they would confer on the pupils by having before them, in their recitals of Geography lessons, maps of the various countries. Fear of offending their constituents, and an unwillingness to take the risk even of undeserved reproaches from grumbling constituents, deter too many Trustees from giving free scope to their own conviction of the benefit of such supplies as are demanded for their Schools.

If I understood aright one communication which reached me, it seems to be in contemplation by the Department to revise the School books in present use, and if found needful, to substitute others in place of some of them.

I must say, before I close, that it was well and wisely designed that Public Schools, numbering an average of more than fifty, should have an assistant Teacher of the pupil monitor grade, but this has been perverted in one instance at least, by the dismissal of a qualified third-class Teacher, who had a separate apartment, with separate entrance, and well defined functions, and the employment of a young female scholar at a nominal rate of wages, and whose success is problematical.

I rejoice, in conclusion, to bear testimony to the gradual improvement of Schools, of Scholars, and of Teachers. The influence of the School lessons has reached the workshop, the farm and the family. Thought, judgment and calculation, guide the workman's hands and stamp the impress of mind upon matter. The farmer knows now that if he would get from his fields, he must give to his fields; and he learns *what* to give, *how* to give, and *when* to give. The blessed bonds of family endearment are sweetened as the father identifies himself with his scholar-children, makes their lessons his own, to cheer and encourage those who are now the hope and are soon to be the blessing of the coming age.

I cannot but hope that the increasing liberality of the Department in submitting its noble collection of books and School apparatus, at prices so very moderate, may rouse a widely spreading spirit of liberality among Trustees, and a desire to have their Schools furnished with permanent libraries, which will afford their children instruction which will profit them through all life's business, labours and enjoyments, and will teach them what is true in reasoning and beautiful in truth.

COUNTY OF PRESCOTT.

Thomas Orton Steele, Esq.—Circumstances considered, the improvement in the Schools of my District is encouraging, for although only an increase of twenty-five is reported in the 4th and 5th Divisions, the work done in the lower Divisions has been more thorough,

thus laying a good foundation for future success—besides, most of the advanced pupils pass at once into the High Schools.

Number and Rank of Schools.—The number of Schools reported for 1874 is sixty-five; increase, one. Open the whole year, forty-eight; from nine to twelve months, seven; six to nine months, seven; less than six months, three. Schools rank about the same as last year, as regards Good; but there are more Medium, and fewer Inferiors.

School Population, Attendance, &c.

Total School Population, from five to sixteen,	3,947 ;	increase,	9.
“ entered on Registers during 1874	3,428 ;	“	109.
“ attended over fifty days	2,277 ;	“	146.
“ average, first half year,	1,242 $\frac{7}{11}$	“	141.
“ “ second half year,	1,193 $\frac{8}{10}$	“	216.

The average would have been even larger for the last half year but for the prevalence of small pox in a number of Sections.

Classification.—I have classified even more strictly than formerly, and have therefore placed none higher than the fourth class.

Public Examinations seem to have been neglected, or not reported, as the number is very small. I will attend to the matter, and have a change made for the better.

Prizes.—Prizes were given in ten Schools, but not all on the Merit Card system. Trustees generally do not seem to appreciate fully the benefits that would result from offering prizes in the Schools.

Expenditure.—East Hawkesbury, West Hawkesbury, and Alfred, show an increase of Expenditure; while Longueuil, Hawkesbury Village, and Caledonia, show a decrease (chiefly in Expenditure for building).

Salaries.—Highest (Male) salary, \$500; lowest, \$144; average, \$280; decrease, \$45. Highest (Female) salary, \$260; lowest, \$90; increase, \$15. Average salary, (Female), East Hawkesbury, \$144; decrease, \$2. West Hawkesbury, \$162; increase, \$8. Hawkesbury Village, \$178; decrease, \$22. Longueuil, \$202; increase \$16. Alfred, \$178; increase, \$11. Caledonia, \$169; increase, \$43. Increase on total average, \$21, or about fourteen per cent.

School Accommodations.—I have still to report a great deficiency in this particular, but progress is being made. Two new School-houses were built during the year, and others repaired. *Kind.*—Brick, 11; Stone, 2; Clapboarded, 8; Log, 43! School houses will accommodate about 3000 pupils, properly. The total value of School property reported, \$32, 013, being an increase of about \$2,400. *Maps.*—Far too many Schools report no maps, a deficiency which, I trust, will be largely remedied before next report.

Teachers.—A large number of the Teachers are working faithfully, although some manifest a large amount of slothfulness and indifference, but unless they improve they must soon give place to better ones, as the public will learn to rate them at their true value.

Certificates.—Provincial 2nd class, four; New C. B., 3rd class, twenty-eight; Old C. B., 1st class three, 2nd, two; Interim, twenty six. The reason of so many Interim Certificates is that a Resolution of the Board of Examiners passed in July, 1873, cancelled all the old Certificates, not made permanent by Law, on the fifteenth day of July, 1874, and as many of the Teachers holding such Certificates were engaged for the year, and did not succeed in obtaining new ones from the Board, I granted Interim Certificates, in some cases, until the end of the year, and in others until the next meeting of the Board of Examiners.

COUNTY OF RUSSELL.

Rev. Thomas Garrett.—Now being well furnished with School-houses and School-furniture we have but one unmitigated grievance to complain of, namely, untrained Teachers. About one-half of the Teachers at present employed, are really capable of performing the duties of a Teacher. Then many of the Schools are half English, half French, as to language, and rarely in such Schools do we find the ideal Teacher in charge. Very decent

wages, from \$300 to \$500 have been offered for skilled Teachers for 1875, but so far, in vain. As evidence of the dearth I allude to, I have only to state that out of twenty-three candidates at the last July examination, only six merited Third, and one Second-class Certificates.

Under such circumstances as the foregoing it is scarcely to be wondered that Trustees are reluctant to enforce the law relative to compulsory education; and that little or nothing has been done in regard to the establishment of School Libraries.

The good fruit resulting from an increased liberality in the distribution of prizes during the past year, has produced quite an impetus to popular interest in the *School*, and, I believe, has ministered largely to the ample supply of Maps and Tablets, &c., with which the Schools are universally supplied, or are being supplied.

While exercising patience in prospect of a superior class or grade of Teachers, there remains a large field for the exercise of judgment and discretion, in the formation of new School Sections, and in the settlement of the boundaries of those which are already established, but which are struggling at a large discount because of isolation and poverty.

COUNTY OF CARLETON.

Rev. John May, M. A.—It always amuses me when I read of the “gigantic strides” supposed to be made by science and general intelligence in this age of the world’s history. Nothing *grows*: nothing steps along with calm and measured pace; all good things stalk forth with mighty “strides.” We must be a “slow” people in the County of Carleton; we do not indulge in “strides.” The swiftest advance made here for many years, was made in 1870, when the Fire indulged in this “stride” business, devastating, in one day, large portions of several Townships. From the ruinous effects of that conflagration we have not yet recovered. This is a fact which must not be lost sight of in judging of our educational progress during the last four years. I suppose no other County in this Province has laboured under greater disadvantages in endeavouring to comply with the School Law and Regulations of 1871, than has this County of Carleton.

Under these circumstances I do not feel ashamed,—I am *proud* of the progress that has been made during the past four years. Hundreds of farmers and others had to rebuild their own dwellings, barns and stables, as well as aid in the re-erection of School-houses, and nobly, as a rule, have they undertaken and accomplished the task.

During the four years forty-five School-houses have been built, and twelve old ones repaired, and made as good as new. A few of these are built of sided logs, a few of brick; but the greater number are frame. At the date of my appointment in 1871, there were but thirty School-houses in this County which I did not condemn on my first visit. There are now eighty-seven which will pass inspection. I shall be able to report several more next year.

There is still, however, a great deal to be done in the completion of sites, fencing, and the erection of sheds &c., as well as in internal furnishings. I issued a circular to Trustees in November, 1874, calling attention to the Regulations on this subject. This circular has had its effect. Yet I find it easier to *build* a School-house, than to furnish it. The most unpopular part of the Regulations is that which requires a second Teacher when the number of names on the Register exceeds fifty. And I must say that the opposition of the people to this demand is not wholly without reason. There is hardly a School in this County which, according to this law, does not need a second Teacher; and yet, as a matter of fact, during eight months of the year, there is not work for *one*. In nine-tenths of our Schools, from April to December in each year, there is no need for a second Teacher. A few Schools have procured assistants for the current year. In general, monitors would be sufficient. But I perceive that the appointment of monitors, or pupil assistants, will not satisfy the law. If this be rigidly insisted on it will produce disastrous effects. The salaries of head masters will be lowered, and the tone of education lowered with them. The people will begin to ask whether Schools are not a burden rather than a boon. You will pardon these remarks. I deem it my duty to picture for your information, things as they are. This Regulation concerning assistants is too sweeping: and I hesitate not to say that a rigid enforcement of it would cause an insurrection. It is one of those Regu-

lations which work admirably in towns and cities, but which do *not* work, or work mischief, in purely rural sections.

And this brings me to make a few remarks on the question of holidays. I am decidedly of opinion that the midsummer holidays in rural districts are a great mistake. There ought to be no midsummer vacation. According to the published statistics, about three-fourths of the pupils attending School in rural sections, are in the first three classes,—the mass of them mere children under eleven years of age. These depend, in the main, on the summer months for their education. A month's vacation taken out of the very heart of their course, seems to me not to be in the interest of these children. I know I shall be met with the stale objection that in the dog-days children ought not to be shut up in a School-room. There is no force in the objection. Never do the country children breathe a purer atmosphere in School than that which they breathe there in the warm summer days, when all the windows and doors are flung open, as they may then be with impunity. I speak from experience. It is during the *cold* season, not the warm, that the health of our children is in danger. There are two seasons of the year when holidays might be given without loss to any one, and with advantage to all. The first of these occurs about the last week in March and the first in April, when the roads are breaking up, and when there is much greater danger from wet feet than ever there was from the heat of August. The other comes about the time of "potato-digging," when, as every Inspector knows, the Schools are all but empty. If two or three weeks could be given at each of these transition seasons, leaving a continuous session between, I am convinced the advantage to education would be great. I am also well assured that ninety-nine per cent. of the agricultural population would be delighted with the change.

The principal hindrance to the success of our Schools is undoubtedly "irregular attendance." The causes of this "irregular attendance" are numerous: scarcity of labour, distance from School, want of boots and shoes, apathy of parents or guardians. So far as I can judge, these causes will remain, in this country, till the end of time. I perceive that these things have been re-iterated in almost all the reports of Inspectors. The *chief* cause, however, seems to be very generally overlooked,—the *apathy or indifference of Teachers*. Experience has convinced me that apathy or inefficiency on the part of the *Teacher* is the principal cause of irregular attendance and a low average. I invariably find the Schools of able, earnest, "live" Teachers, even in inferior sections, well attended. It is *not* my experience that parents in general are so apathetic in regard to the education of their children, as represented. I believe that the great mass of them very reluctantly, and only under the pressure of urgent necessity, keep their children from School. But they are usually not slow in discovering whether it is really worth while to send their children or not. On a certain day, last year, I visited the Schools of two contiguous sections, similarly circumstanced. The attendance in each ought to have been pretty nearly the same. It was not; in the one I found (in the month of June) *eighty-three* pupils present: in the other, *twenty*. There was a live Teacher in the former, a careless one in the latter. If we *only could* have Teachers everywhere who would throw their whole energies into the work, this incessant wail over "irregular" attendance would subside to a whisper. No legislative enactments, no vigilance of Trustees, no Inspectoral supervision however active, will ever fill a country School "kept" by a lazy or inefficient Teacher. But it is easier to point out the malady than prescribe the cure: in too many instances the disease seems to be deep-seated and chronic.

I have done, and am doing what in me lies, to arouse Teachers to a sense of their responsibility. With this end in view I lectured last year in about seventy sections; besides delivering a short address at almost every visit. These lectures and addresses, ostensibly spoken to parents and children, but really intended, in the main, for the Teachers, I endeavoured to make as practical as possible. In a great many instances I was favoured with large and attentive audiences.

I also invited Dr. Sangster to hold an Institute in Ottawa, on the 22nd and 23rd days of May, last, extending an invitation to the Inspectors and Teachers of Ottawa City. There was present a very full representation of the Teachers of both City and County, as well as several Inspectors from adjacent Counties, and others interested in education. The Institute was a great success, and must have had a good effect in enlightening, and stimu-

ating to renewed exertions, all who enjoyed the great privilege of being present. I am now making preparations for a similar meeting this year.

At their January session, the County Council, always ready to act liberally in the furtherance of education, made a grant of money for the purchase of prizes, to be awarded at the County Competitive Examination. This Examination was duly announced in February, and was held at Bell's Corners, a central point, on the fourth day of August. It proved very successful, seeming to give universal satisfaction. I procured the assistance of a most able staff of Examiners from Ottawa, and the County. Two Examiners were assigned to each class, and the whole examination, although conducted entirely in writing, was completed in a few hours. Two gold medals were given for general proficiency: one to the best girl, the other to the best boy, under sixteen years of age. These medals, manufactured by Leslie, and engraved by Cox, of Ottawa, and valued at twenty dollars each, were given by G. W. Monk, Esq., M.P.P., and John Rochester, Esq., M.P. I am not aware that medals had been previously awarded at any County examination in the Province; but I think the idea a good one, so much so, that I have asked the County Council to establish a "County medal," which has been done. His Honor, Judge Ross, has also kindly volunteered to give, at our next examination, a gold medal to the female candidate who may obtain the highest number of marks on all subjects. I mention these things with the view of stimulating others to "go and do likewise." I may also state that Ira Morgan, Esq., Warden of the County, gave a special prize, as also Thomas Frazer, Esq., of Fitzroy. The Inspector's prize was given for spelling.

At this examination, not a few were surprised at the fluency of pen displayed. I have endeavoured, from the first, to diminish the amount of *oral* teaching, and increase that of *written*. This is a point on which too much stress cannot be laid. There is far too much oral teaching in the Schools. Very much of the daily work may be done in writing; and in every School there ought to be weekly or monthly written reviews. Many Teachers dislike this method, but chiefly those who have not tried it. A "want of time" is generally pleaded as the excuse. This method *saves* time amazingly, in the hands of a skilful Teacher. It is the best test of the pupil's progress; it *fixes*, anchors his education. It generates method and accuracy. It is the sovereign corrective of that *looseness* which is inseparable from oral teaching. It begets fluency in the written expression of thought; an accomplishment so conspicuous for its absence in the generation now passing away. How many candidates for certificates as Public School Teachers fail to pass, because they have not been accustomed to the use of the pen! I am of opinion that from the first day of a child's curriculum until the last, the pen or the pencil ought to be almost always in his hand.

In too many of the Schools the pupils are not taught to *think*. They learn lessons by rote. Ask the length of the earth's circumference, and you will get an answer at once. Ask the length of a chain that would pass around the earth at the equator, and you will get no reply. I am of opinion that there is a tendency to teach too many things. The programme is too full. The motto ought to be "*non multa, sed multum*." Education does not consist in knowing many things, so much as in knowing a few things well; or rather, I should say, in that thorough mental training which is the result of a concentration of the intellectual powers on a limited number of subjects,—it matters comparatively little *what* they may be. The study of a multiplicity of branches not only fails to produce this result, but renders it impossible. As I take it, the great aim of the Schools ought to be, not so much to fill the memory with scraps of information, as to train the faculties for the future acquisition of knowledge. Hence, I believe that much of the time consumed over the bare bones of history, for instance, might be more profitably spent in a thorough study of grammar, arithmetic, algebra or euclid. There is severe mental *drill* in mastering these subjects: in other cases the *memory* alone is exercised. Moreover, a few evenings' quiet reading of history at the fire-side, after the School career is ended, would probably impart to a *well-educated* mind, a more intelligent acquaintance with history than that which is usually attained in our Public Schools. In a word, Sir, I fear we are slowly drifting into *shallow* water,—in danger of substituting breadth for depth.

It affords me much pleasure to be able to testify to the zeal and efficiency of a very large number of the Teachers of this County. A few of them are young and inexperienced; here and there may be seen others who are old, and *too much experienced*; but the majority

are doing good work. Several have lately been superannuated, and others (generally among the best) have left the profession.

In a few sections I have succeeded in inducing the Trustees to place *bells* on the School-houses; and these sections would not now be without their bells at any cost. I hope, in time, to see a bell on every School-house. Nothing can have a better effect than a bell, in producing punctuality on the part of both Teacher and pupil. Should the Teacher be half an hour late in the morning, and ring the bell when he arrives, he at once proclaims his tardiness to the whole section. Should he omit to ring it, the very silence tells the same tale. I could name a section in the County,—a purely rural section,—in which, as I have reason to believe, the bell was never rung out of time during the whole of last year. Farmers, also, working in their fields, find the School bell a great convenience in the way of indicating the time of day. Is it visionary to hope that the day is not far distant when the clamour of a hundred bells will be heard in this County simultaneously, calling the little ones to the labours of the day?

I cannot close without observing that it seems to me a great pity that the valuable time of the Inspector should be consumed, (I had almost said *wasted*,) over the Annual Returns. For my own part I can testify that the compilation of my Annual Report consumes a very large portion of the winter season, when the Schools are at their fullest, and ought to be visited.

In this Report I have not deemed it necessary to enter into statistics to any great extent, since these have been already furnished in full, in my Statistical Report proper. I have only to add that I have made the required number of visits to the Schools under my charge, and in every other way endeavoured to discharge the duties of my office to the best of my ability.

COUNTY OF LEEDS. No. 1.

W. R. Bigg, Esq.—The general state of the rural Schools is much about the same as last year, and yet one cannot fail to notice many general improvements, which must ultimately bear fruit.

Thus, sixty-one Schools in my Division are now supplied with maps, and I have no doubt that the remaining eighteen will nearly all be in a similar position at the close of another year. I do not think there were more than ten Schools in Division No. 1, Leeds, furnished with maps in 1871.

Again, a great many sections have this year complied with the Law, as regards enclosed half-acre sites, and many more will be thus improved in 1875. The following are the statistics for 1874:

1 acre site enclosed	.	3 School-houses.
1 " " not enclosed	.	1 " "
$\frac{1}{2}$ " " enclosed	.	13 " "
$\frac{1}{2}$ " " enclosed on three sides	.	10 " "
$\frac{1}{2}$ " " not enclosed	.	10 " "
$\frac{1}{4}$ " " enclosed	.	4 " "
$\frac{1}{4}$ " " not enclosed	.	20 " "
Less than $\frac{1}{4}$ " " not enclosed	.	18 " "

Schools with outbuildings, 44; without, 35.

Contrast.—In 1871 there was not a single site enclosed, and very few had the necessary half acre, and outbuildings. During the same period, (from 1871 to 1874,) thirteen new and substantial School-houses, or one-sixth of the whole number, have been erected in the place of tenements unfit for School purposes; and in the same period of time about fifty of the Schools have procured maps.

Liberal *promises* are made by nearly all the sections in default, to remedy the deficiency yet existing, while but few have exhibited no signs of vitality.

Whether, when three and a-half years' gentle persuasion to conform to the Law has been productive of no effect, it may be advisable still to continue urging and supplicating, may be questioned. On the other hand, the adoption of compulsory measures is fraught not only with disagreeableness, but with positive danger to the Inspector, whose situation is precarious, as the various members composing a County Council are but human, and

a threatened loss of support from some of their constituents occasionally induces them to represent the Inspectors as enforcing the School Law in an arbitrary and tyrannical manner, although the truth is, that not a single compulsory step has ever been taken, or even a threat made. If I have ever erred in this respect, it is in having been *too lenient*, which conclusion you undoubtedly came to, when, giving me a "rap over the knuckles," you remarked, in 1873, in a letter to me, that some of the regulations of the School Law "seemed to be a dead letter in the County of Leeds."

It was a wise change made by the Law of 1874, requiring a two-third majority for an Inspector's dismissal, without cause assigned, or a simple majority with cause, as the situation was thereby rendered more secure. Still, the School Law, and regulations thereon, cannot be enforced by the Inspector as readily as if he were solely a Government officer. He is now obliged, for fear of giving offence, to be extremely cautious and extremely lenient; he can better afford to incur the displeasure of his superior officer—the Chief Superintendent—than of his more immediate and controlling master, the County Council.

In conclusion, I may add, that during the past year I have delivered twenty-one lectures in my Division, being an average exceeding one lecture to every four Schools.

TOWN OF BROCKVILLE, AND VILLAGE OF GANANOQUE.

There has been no marked improvement in the status of the Brockville and Gananoque Schools during the past year. Respectable mediocrity is all that has been attained by the senior classes, the more satisfactory progress having taken place in the junior classes.

Good Teachers are very scarce, and this deficiency is more strikingly observed when it is desired to impart a knowledge of the higher branches of an English education, especially in the various branches of mathematics and the natural sciences.

The truth is, the majority of even our first-class A Teachers are not thoroughly grounded in these important studies; hence, the instruction imparted is faulty throughout, and fully accounts for the lamentable ignorance displayed at all examinations.

At the examinations for Teachers' third class certificates, the arithmetic paper is the stumbling-block, while for second class certificates it is the same subject—now wisely made a special test—that "plucks" three-fourths of the candidates, to say nothing of their ver-dancy in the fields of algebra, geometry, mensuration, and natural philosophy.

I do not think a better idea of the state of our Town Public Schools, generally, could be obtained, than from the simple fact that throughout the Province, not over twenty-five per cent. can be got ready to pass the semi-annual High School entrance examinations, which at present only include a portion of the programme assigned for promotion from the fourth class to the fifth.

What then must be said with regard to the subjects indicated on the programme as necessary for the fifth and sixth classes? By looking at my "Detailed Report," you will see that the Gananoque Public School, and the Brockville Separate School, have no such classes, while the Brockville Public School, though attempting fifth-class work, omits the majority of the more important subjects specified for that form, viz., chemistry, botany, natural philosophy, algebra, geometry, mensuration, Canadian history, elements of civil government, drawing and music. I can only compare this farce to the play of "Hamlet," with the ghost left out, so that for all practical purposes, the Brockville Public School has only a nominal fifth class, and is, in reality, in no better position than the other two Schools mentioned above.

If, then, the programme for the fifth and sixth classes is not compassed in towns and villages, what prospect is there of ever reaching it in our rural Schools?

As regards the sixth-class work, I think it might be struck out of the programme, as under present arrangements the High Schools monopolize all that can pass the required entrance examinations; the natural result of a *policy* that gives a premium of sixteen dollars per head for High School pupils, and only one dollar per head for Public School pupils, and which, while retarding our Public Schools, is effectually ruining the High Schools. The latter can no longer lay claim to the title of "Academies' sacred shades," that glory has departed, save in a few instances, to our "Collegiate Institutes."

With reference to improvements in School accommodation, Gananoque has erected a new frame building, in the West Ward, on an enclosed half-acre site. The School-house contains two large rooms, *each* fifty feet by forty feet, and fifteen feet high, with convenient cloak rooms, and suitably furnished with desks and seats for ninety pupils. It is also in contemplation to erect another School-house in the East Ward in 1875, as the population of the village is fast increasing, owing to the enterprise and energy of the inhabitants, who are now laying out a large sum of money in macadamizing the roads leading to the village, which will soon be dignified by the name "Town," as its population enables it to demand the more honourable appellation whenever deemed advisable.

The Brockville Board of Education has also in contemplation the erection of a new School-house in the East Ward, in order to supply the urgent need of increased accommodation.

The Separate School of Brockville requires *additional* and *distinct* rooms before the scholars can have any comfort, or the Teachers any chance of instructing, as three Teachers and six classes in one room must effectually prevent progress. Promises are made of altering this state of things "to-morrow, and to-morrow and to-morrow."

COUNTY OF LEEDS. No. 2.

Robert Kinney, Esq., M. D.—It affords me pleasure to be able to report progress in educational matters. We are unquestionably on the move; though our progress would not be justly characterized as a quick march, yet it is nevertheless true that we are making haste. Evidences of this are visible on all hands,—School sites are being enlarged and enclosed,—new School-houses are being built in every municipality,—Teachers generally are faithful in the discharge of their duties, manifesting an amount of intellectual life, earnestness and zeal, which is highly creditable to themselves, and at the same time a guarantee for the advancement of education. There are a few Teachers, however, whose general listlessness and indifference would seem to indicate a want of proper appreciation of the work in hand, as well as a want of that rectitude and earnestness of purpose which should characterize all who aspire to direct others in the ways of wisdom and understanding. Every year adds to the number of those who obtain Provincial certificates, and in this way the standard is being gradually raised. Third-class Teachers are losing their popularity, and the best sections are asking for those of a higher grade. This is as it should be, and is economy of the strictest kind.

It does not appear to me to be necessary, or even appropriate, in this place, to enter into a detailed description of the various methods adopted in teaching the different subjects, or attempt to discriminate as to the success, or want of it, which characterizes the presentation of any or all of them; suffice it to say, that the programme is generally followed, and that each subject receives its due share of attention and time.

While acknowledging the liberal and increasing aid granted to Schools by our Provincial Government, and while witnessing the willingness with which the ratepayers support the burden of taxation necessary to sustain them, I cannot resist the conclusion that it is the duty of the Legislature to remove this burden, to a great extent, by additional aid.

When we consider that our Province is intersected by a net-work of railroads—that our colonization roads are opened up, our asylums and central prison built, and our treasury still overflowing with a surplus of \$5,000,000, the question very naturally presents itself: what better use can be made of a portion of this money than to appropriate it for School purposes? A permanent investment at seven per cent. of \$1,000,000 each year for ten years, in addition to the present Legislative grant, would place our Schools financially on a sound basis, and at the same time, most effectively insure their general prosperity.

COUNTY OF GRENVILLE.

Rev. George Blair, M. A.—In the general remarks which accompanied my last year's Report, I entered so fully into the state of Education in this County at that time, that I think it unnecessary, after so short an interval, to go over the same ground again. In one year the progress of Education over a whole County cannot be expected, under even

the most favourable circumstances, to take a very large stride in advance ; and we cannot pretend to have achieved within the last twelve months any very wonderful results either as regards the improved qualifications of the Teachers or the high character of the teaching. I may say truly, however, that if a steady and rapid increase in the number of elegant and new school-houses can be taken as a fair indication of a growing interest in Education, I believe that this County of Grenville, in some of its Townships at least, will now stand a favourable comparison with any other County in Ontario.

In the Townships of Wolford, Oxford, and South Gower, which are bounded on the north by the River Rideau, the Township Councils have wisely voted the greater part of the moneys accruing from the division of the surplus funds of the Province for the use of the several School Sections, in building new school-houses ; and the consequence is, that in these Townships the venerable log wigwams of a primeval time, having served faithfully their day and generation, are now rapidly disappearing.

In Wolford, for example, S. S. No. 1, lying between Merrickville and Burritt's Rapids, although one of the smallest sections in the County, has erected a handsome new brick school-house, looking down on the Rideau. Contiguous to this, on the site of what was formerly No. 2, now stands the thriving Village of Merrickville, with its splendid water-power, foundry and other factories ; and in this village rises a tall and elegant Public School (to which I alluded in my last Report), containing four large departments, all crowded with well-dressed pupils. How different from the state of things two years ago, when Merrickville had three wretched ungraded schools, each supposed to be complete in itself, and yet utterly defective, the pupils passing from the one to the other without restraint on taking the smallest offence ! Still further up the Rideau, S.S. No. 3 (known as Cork Town) has just united itself to S. S. No. 9, virtually, although not in name, a separate school ; and these two small sections so united, formerly rivals, are now amicably engaged in building a handsome brick school-house for their common use, and will be able to support a good School between them all the year round, instead of having two miserable log cabins, neither of them good for anything, and both shut the greater part of the year.

Still further up the river is No. 8, formerly known, *par excellence*, as the stone school-house, being actually built of stone, and in that respect long proudly pre-eminent over all the other Schools in the Township ; but now the only use found for the old stones is to serve as the foundation of an elegant new brick building, with handsome porch and belfry, arched ceiling, patent desks, and everything suitable to a large and wealthy section. In fact, we are now in the very garden of the County, resembling somewhat a slice of Old England ; and a little way beyond this, in entering the Village of Easton's Corners, we observe, upon the grassy rising ground on our right, the foundations already laid of another elegant brick school-house, which (thanks to the spirit of emulation now fairly excited) will be loftier, larger and more commodious than even No. 8.

But brick, red or white, is not the only material employed in building the new school-houses. S.S. No. 13, Wolford, a little to the south of Easton's Corners, has completed a remarkably neat and commodious frame building, snugly ensconced by the side of a dark-green wood ; and in S.S. No. 11, about a mile and a half south-east from Merrickville, as also in No. 17, on the side of the gravel-road near the south boundary of Wolford, good stone school-houses have been erected. No. 11, above-mentioned, occupies a green knoll in the middle of a picturesque wood ; the little stone building, well put together, has broad overhanging eaves ; the floor is raised three or four feet from the ground to admit of a cellar beneath for the storage of the stove-wood, to which there is access from the school-room by a trap-door immediately in front of the Teacher's platform. This construction gives elevation to the school-house ; and as it saves the expense of erecting a separate woodshed, I thought it might be worth while to describe it.

So much for the present state and prospects of the Township of Wolford, which, prior to the inception of the new order of things, had the worst and meanest school-houses in the County. It is now marching ahead ; and the neighbouring Township of Oxford is not far behind. Indeed, under the influence of the liberal appropriation of the surplus fund made by the Oxford Council, the school-houses in this Township will soon be entirely remodelled, and will, I believe, be found considerably in advance of the school-houses in any other Township within the County. Already Nos. 1, 2, 5, 7, 8, 10, 12, 16 and 18 have

elegant new school-houses either completed or contracted for ; and of these, No. 8, in the Village of Oxford Mills, is destined to be a large and commodious double School.

Of the fertile little Township of South Gower, which is also bounded on the north by the Rideau, I have not much to say. It contains only five sections ; and in one of these—the very smallest and poorest—has a new school-house been erected. No. 1, however—a large and wealthy section—is now in the act of building a new brick school-house ; and I hope to have a good account of the other three sections in this Township at no distant day.

Of Augusta and Edwardsburg—the two largest and wealthiest Townships in the County—both fronting on the River St. Lawrence, and extending (in the aggregate) from a little way beyond the Village of Port Elgin up to within three miles of Brockville, I regret that I cannot speak at present in terms so encouraging and satisfactory as with reference to the three Rideau Townships, particularly Oxford and Wolford. It must be understood, however, that my remarks are confined at present to the visible symptoms of improvement now going on, rather than to the actual state of advancement of the several Townships in question ; and it cannot be denied that when the new School Law was promulgated in 1871, the School architecture in the Rideau Townships was generally of a much lower type than in the two St. Lawrence Townships. It must be admitted also that both in Augusta and in Edwardsburg some important improvements have been effected within the last four years, and others not to be despised are now in progress. I may mention the elegant double school-house at Port Elgin, to which allusion has been made in former Reports ; also the school-house at Spencerville (No. 15), and the Grove school-house (No. 16), with the early prospect of a good brick school-house now in progress in No. 18. In Augusta, also, the handsome new brick School (No. 1), near the Blue Church, the elegant stone building (No. 6), two Concessions back from Maitland, deserve to be mentioned ; while new school-houses are in progress in Nos. 8, 9 and 21, and generally those Sections which had not sufficient play-ground have purchased and enclosed the required half-acre.

And now, in concluding this Report, I must frankly express my very deep regret that the Township Councils of both Augusta and Edwardsburg have not thought proper to adopt the policy pursued in Oxford and Wolford with regard to the division of the money accruing from the surplus funds, but have resolved to retain it as an investment, along with the Clergy Reserves, for paying the salaries of Teachers. The consequence of this resolution is, that we shall have much difficulty, for a long time to come, in getting many of the school-houses both in Augusta and in Edwardsburg improved up to the standard ; and not much good can be accomplished in improving the character of the teaching or securing regularity of attendance until that is done.

COUNTY OF RENFREW.

Rev. E. H. Jenkyns, M. A.—Including the various departments of incorporated village Schools, the Roman Catholic Separate Schools, and the additional departments of rural Schools, there were 127 Schools in operation during the past year, showing an increase of seven Schools. The number of rural Schools in operation during the year was 115, showing an increase of seven.

The following table will give, in a concise form, some of the most important facts as to the state of education in the County :

1. *Number of Teachers, Male and Female.*—In the Schools reported, 127 Teachers have been employed, showing an increase of seven Teachers ; of whom forty-five were male Teachers, and eighty-three were female Teachers.

2. *Religious Persuasions of Teachers.*—The Teachers employed in the Public Schools of this County during the year 1874 were of the following religious persuasions : Roman Catholics, forty-three ; Presbyterians, forty-three ; Methodists, eighteen ; Church of England, eighteen ; Baptists, three ; Lutheran, one ; Universalist, one.

3. *Teachers' Certificates.*—The total number of certificated or licensed Teachers was 127, showing an increase during the year of seven. Normal School Provincial certificates, first-class, one ; second-class, five ; County Board certificates, first-class, none ; second-class, two ; third-class, forty-one. The number who hold certificates from former

County Boards until annulled, thirteen ; number who held licenses from County Board of Examiners, or from Inspector, sixty-four.

4. Number of Schools in which Teachers were changed during last year, 112 ; number of Schools in which Teachers have been employed for more than two years successively, fifteen.

We look upon the compulsory clause in the new School Act as a movement in the right direction ; yet I fear that for some time to come the friends of Education must expect a great deal of disappointment as to the practical working of this law. The law is sound in principle, and is well calculated to promote the best interests of Education, yet I do not know of one instance where Trustees have availed themselves of the power which the "Compulsory Clause" gives them so as to enforce better attendance.

The highest salary paid in incorporated village Schools to male Teacher is \$600.

The lowest salary paid in incorporated village Schools to male Teacher is \$350.

The highest salary paid in an incorporated village School to a female Teacher, \$260.

The lowest salary paid in an incorporated village School to a female Teacher, \$170.

The highest salary paid to a male Teacher in a rural section, \$500.

The lowest salary paid to a male Teacher in a rural section, \$170.

The highest salary paid to a female Teacher in a rural section, \$300.

The lowest salary paid to a female Teacher in a rural section, \$140.

Trustees are now beginning to open their eyes to the fact that the cheap Teacher system has been one of the greatest hindrances to the welfare of their Schools. It is, therefore, a fact worthy of comment that the remuneration offered to Teachers of experience and ability has steadily advanced, whilst the remuneration offered to Teachers who hold simply a "license" to teach, has not very materially advanced. This is an evidence, therefore, that there is a growing disposition amongst Trustees to give a just and fair remuneration to Teachers for their services ; but they naturally expect that Teachers so paid should be trained and competent for the work.

The frequent change of Teachers in most of the Schools of this County is an evil greatly to be deplored. Under this constant change and restlessness is it any wonder that we find so many instances of Schools which have been kept open, year after year, without any satisfactory results ? Each Teacher has his own method and his own ideas about teaching, and just at the time when he has succeeded in moulding his pupils to his method he goes away, and another goes through the same routine. A Teacher who gives satisfaction during the first year of his engagement, is certainly worth more to the section the second year than he was the first. Perpetual change of Teachers ignores altogether the value of experience.

When authority to teach is given to incompetent Teachers who are unable to teach many of the more advanced pupils in the recognised subjects of the new programme, the profession of Teaching is really degraded by bringing an unqualified Teacher into competition with one who is qualified. The County Board of Examiners grants certificates of qualification to no Teacher who does not obtain the regular number of marks as laid down by the Council of Public Instruction, and does not grant a "license" to teach except from one meeting of the Board to another. The "license" then granted is only for one School, and is given on the application of the Trustees, who have to satisfy the Board, through the Inspector, that they cannot obtain a Teacher of a higher qualification. And in order to give due effect to this decision of the Board I have, in several instances, after having fully considered all the circumstances of the case, refused to grant a "license" to any Teacher for a School where the pupils were considerably advanced, or where a Teacher of good qualifications was required.

I trust that a large percentage of Teachers who are at present simply "licensed" to teach, will, as soon as the Normal School opens in Ottawa, avail themselves of the advantages of such an institution, and thus make themselves efficient in their profession. I have also to bear testimony to the work which is being accomplished in this respect by the three High Schools of the County. At nearly all the County Board Examinations a very large majority of those candidates who successfully passed the regular examination were pupils of the High Schools.

I notice a practice amongst Teachers of inferior qualifications which I cannot pass over without comment. Very frequently inferior Teachers apply for superior Schools before

the incumbent has resigned, or the Trustees expressed a wish for a change. This practice cannot be too strongly denounced. It affords a strong temptation for ignorant or illiberal Trustees to part with a really efficient Teacher for an inefficient one, who is willing to teach for a less salary. Teachers should make their wants known through some recognised channel, such as advertising in some local paper.

During the year nine new Schools and two additional departments were erected, and several others are in course of erection. Some of these are an honour to the sections interested. There are, I am sorry to say, many School-houses yet remaining which are entirely unfit for teaching purposes. But whilst so many sections remain so weak and poor it will be almost impossible to build proper School-houses. When there are only twelve or thirteen ratepayers in a section, and some of these very poor, the expense of building a suitable School-house, providing the same with proper seats and desks and the proper apparatus, and maintaining the building in a proper state of repair, falls heavily upon such a section. Yet in spite of all these difficulties, one of the most gratifying signs of the times is the capacity with which the people of this County are increasing their Public School facilities. I notice that the great deficiency under which the Pembroke and Renfrew Public Schools labour, viz., the want of suitable buildings for School purposes, is now about to be removed by the erection of School-houses which will reflect credit upon the Municipalities concerned, and which will afford additional evidence of the interest felt in the cause of Education. When those Public School buildings will be completed, the beauty of their design, the substantial character of the structures and their adaptation to the purpose, will show that there are no superior buildings in the County, if we take the population into account.

I believe that Trustees would generally build School-houses better adapted for teaching purposes than they do at present, if they had some easier method of borrowing money than they have. I know of numerous instances of Trustees being compelled to borrow money, in order to build new School-houses, at ten and twelve per cent. interest, and even then were put to great inconvenience in order to obtain it. And in some poor and remote sections to borrow money for the erection of a School-house is never dreamt of. There are many persons in this Province who entertain the conviction that the Government should have another object in view than the mere accumulation of money in the banks and leaving it there to bear interest. I do not know how the Government could obtain a better rate of interest, and at the same time promote the educational interests of the country, than by setting apart a certain sum to be distributed as loans to sections who are desirous of building new School-houses, at a certain rate of interest, and made payable in ten or fifteen years.

Prizes were distributed in several Schools during the year, and I am happy to say with the most gratifying results. If Trustees and ratepayers were really alive to the good attendant upon the distribution of prizes, they would certainly be more liberal in their grants for this purpose. Children need some encouragement in the prosecution of their studies, for learning, with them, is often an irksome task, and the judicious expenditure of a small sum of money would be well spent, if it set the whole School more vigorously at work, until the day of examination. I find in those sections where we have intelligent, liberal-minded, and working Trustees, we have also superior Teachers; and if Trustees and people took a greater interest in the quarterly or half-yearly examinations, encouraging competition amongst the scholars by a liberal distribution of prizes, I am confident that the efforts of the Teacher would be accompanied by a degree of success highly satisfactory.

Trustees generally in this County have not complied with the Act which requires that a "Library" should be established in connection with each Public School. In those sections where libraries have been established they seem to exert a good educational influence. Pupils delight in reading and form reading habits, and in due time look forward to the time for changing the books with pleasure. By such means they are also likely to carry on, in their after life, their own education.

Some time ago a great cry was raised by certain Educationists in this Province that proper precautions were not taken against the overcrowding of High Schools. In this County the reverse was the case; notwithstanding all the efforts of Teachers and Trustees, the average attendance could hardly be kept up, so as to secure the Government grant.

When the present system of examination for admission to the High Schools was inaugurated, many protested against it as being too stringent, and requiring qualifications altogether beyond those whom it was desirous to have in the High Schools. The examinations are far more stringent than they were, and higher qualifications are now demanded than was formerly the case ; yet in spite of these facts, a far greater number of pupils have successfully passed the entrance examination this year than ever before. This is an evidence that Public Schools throughout the County have become far more efficient, and that the claims of Education are getting to be better understood.

COUNTY OF LENNOX AND ADDINGTON.

Frederick Burrows, Esq.—The total receipts for School purposes were \$42,724.94. Total expenditure, \$37,411.80. Total amount paid Teachers, \$24,648.05, being \$2,430.30 more than in 1873, and \$5,799.02 more than in 1872.

6,541 pupils of all ages were enrolled during the year, of whom 3,388 were boys, and 3,153 girls.

The daily average attendance for the first half-year was 2,657, and for second half-year 2,390—a marked improvement on the preceding year. Of the 115 Teachers (twenty-nine males and eighty-six females) employed at the close of the year, two held first-class Provincial Certificates, nine second class Provincial, ten first-class Old Board, thirty one second-class Old Board, forty-nine third-class New Board, and fourteen Permits. The highest salary paid a male Teacher was \$500, and the lowest \$216. The highest paid a female Teacher was \$400, and the lowest \$144. The average salary paid male Teachers was \$364.67, and of female Teachers the average was \$206.

The Teachers were of the following persuasions : Methodists, sixty-six ; Episcopalians, fourteen ; Baptists, two ; Presbyterians, twenty-one ; Roman Catholics, twelve.

Most gratifying progress has been made in the way of providing good School-house accommodation. From the enactment of the School Law of 1871 to the close of 1874, thirty-seven School-houses were built—in most cases to replace those of most wretched character. Of the new School-houses, Adolphustown built two frame ; Amherst Island, one brick and three frame ; Bath, a large, two-story brick, with four rooms ; Camden, two brick, three stone and five frame ; Ernestown, one frame ; North Fredericksburgh, three brick ; South Fredericksburgh, one brick and one frame ; Richmond, five brick and two frame ; Sheffield, five frame and two log. School accommodation according to the legal standard has been provided for 6,394 pupils.

During the year our Schools generally made fair progress, notwithstanding the many obstacles encountered. In most of them I gave the advanced classes written examinations in several of the most important subjects of the Public School course, and found increasing evidence of thoroughness.

We have still, however, too many very young Teachers without any previous training for their work, whose Schools make but little headway. A good many of our young men leave the profession to enter other departments of labour more lucrative and congenial, just when they have acquired sufficient experience to make their work effective. Many of our Trustees, by their parsimony, have greatly conduced to this state of things. At the same time I am happy to say that we have many Trustees to whose liberality and high appreciation of the Teacher's work I can bear testimony.

I take great pleasure in calling your attention to the largely increased expenditure on account of Teachers' salaries.

Our Teachers' Association still continues its bi-monthly meetings, and I believe it has been of great benefit to those who have attended regularly ; but owing to the very inconvenient shape of our County a large number cannot attend without considerable expense and trouble.

I find my Teachers ever ready to adopt suggestions for the improvement of their Schools.

We were led to hope that Teachers' Institutes would have been established before this time, but it seems our expectations were not well founded. This matter certainly deserves the earnest consideration and prompt action of our educational authorities, as the great majority of our Teachers are untrained, with little knowledge of the science and art

of teaching, and therefore but imperfectly able to discharge efficiently the important duties entrusted to them.

In this County we have only eight Teachers who have been trained at the Normal School. A large number of our Teachers have supplied themselves with works on practical education by the best authors—Currie, Wickersham, &c.—and have compensated to some extent for this want of previous training. The *Journal of Education* is read with much interest and profit by a considerable number of our Teachers as well as by the Trustees. A few take the *Ontario Teacher*, which always contains many valuable hints to Teachers.

Although we have made substantial progress, there are still serious difficulties in the way of attaining that high degree of success which it is desirable our Schools should reach. Among these I might mention the unequal burdens of local taxation for the support of Schools arising from the great disparity in the valuation of the various School sections. It not unfrequently happens that one section is assessed four or five times as much as another in the same Township, and, of course, to sustain a School of equal expense in each, the ratepayer in the poorer section will have to pay four or five times as much to the dollar as his fellow-ratepayer in the richer section.

No doubt the Township Board system is the grand specific for this most inequitable feature of the present School section system, but our people don't seem disposed to adopt it, for various reasons which commend themselves to the popular mind. A Township Council might relieve this difficulty considerably by taking advantage of the clause of the School Act which allows it to raise money from the whole Township at a uniform rate, and to distribute the amount so raised among the respective School sections in proportion to the Teachers' salaries.

The evil of irregular attendance is still one of the greatest obstacles in the way of improvement. It may well be called the bane of our Schools.

Teachers can do much to remedy this evil by making their School-rooms more attractive, their teaching more rational, their manners more pleasant, and by visiting the homes of the irregular ones and remonstrating with the parents. These suggestions rest on the assumption that the unwillingness of children to go to School induces carelessness on the part of parents, and *vice versa*.

Some of our Teachers have gone to a great deal of trouble in giving their School-rooms an inviting and home-like appearance by hanging up beautiful wood-cuts, drawings, &c., and cultivating flowering house plants. These efforts to make the School-rooms more cheerful and pleasant have invariably been followed by a decided improvement in the attendance.

The compulsory law is discussed a good deal by our people, but there seems a general reluctance to put it in force.

COUNTY OF PRINCE EDWARD.

G. D. Platt, Esq.—The general progress of Education in this County during 1874 was not in every respect satisfactory. In the case of many individual Schools, most pleasing reports might be given; but on the other hand there are too many instances of want of progress, if not of actual retrogression. These unfavourable aspects arise from a continuance of evils which have already engaged no little attention on the part of practical Educators.

Among the gravest of the discouraging influences above alluded to, I must again place the *irregular attendance of pupils*—a grievance by no means new or unstudied by the friends of Education everywhere. The Regulations framed by the Department to correct this evil, and providing that only those children who attend regularly shall be continued in the Schools, have not heretofore been enforced, on account of the unwillingness of Trustees to risk the opposition of parents which such a requirement would certainly provoke. If the welfare of the majority is to be considered, it certainly is not unreasonable that parents should be expected to keep their children either regularly at School, or regularly at home during each term; and yet, so universal is the idea that a ratepayer ought to have the privilege of sending his children or not, according to his own convenience, that it is very difficult to persuade people of the wisdom of the prescribed law. That such a law is absolutely necessary to the progress of Education, the following figures will prove: The average attendance of pupils in all the Schools of the County during 1874, was only 43 per cent. of the number on the Register. In

1873, the average was 41 per cent., showing a slight increase last year. By Municipalities, the Township of Ameliasburg stands highest, showing 53 per cent.,—the Village of Wellington next, 50 per cent.,—S. Marysburg, 47 per cent.,—Hillier and Sophiasburg, 43 per cent.,—Hallowell, 40 per cent.,—while Athol and North Marysburg are down to 37 per cent.

Probably the next most serious discouragement to be noted is the lack of experienced Teachers. It may be said that time will cure this evil, and yet there is some doubt of that, judging from past experience. Every year some of our most successful Teachers leave the profession and give place to others who have yet to learn their art. In this way some very efficient Schools are handed over to be experimented on by beginners. Upon examination of the list of Teachers in the County Schools during the year 1874, it appears that seventeen began teaching during last year; thirty had taught less than three years, and only thirty had been in the profession more than five years. Some well-digested scheme for the practical training of the large numbers of young persons yearly entering the profession, is of essential importance to the welfare of our Schools.

As regards the salaries paid, I believe there are few Counties in the Province more liberal than Prince Edward. In 1874, four Teachers received a salary of \$500; four received a salary from \$450 to \$500; eleven received from \$400 to \$450; twenty-two received from \$300 to \$400; thirty-eight received from \$200 to \$300; and seven received less than \$200. Very few male Teachers received less than \$300, which was the highest amount paid a female. The average salary of male Teachers was \$373—an increase of \$21 over 1873; while the average paid females was \$218, a decrease of \$15. The total amount paid Teachers for the year was \$23,720—an increase of \$1,627 over 1873, and of \$6,759 over 1870.

A number of School premises are yet inadequate and inconvenient. Many of the Trustees and people move very slowly in the direction of these needed reforms. The short harvest of 1873 probably had much to do with the failure of some plans for improvement in 1874. Only four new School-houses were built during the year—one each in N. Marysburg, S. Marysburg, Athol and Sophiasburg. Four others were pretty thoroughly improved and repaired—three in Ameliasburg, and one in Hallowell. In the matter of yards and wells, something has been done, but far too little. Promises have been given by Trustees for the erection of at least ten new houses during the present year, and the thorough repair of four or five others. I also expect considerable to be done towards the improvement of out premises. Intimations of the probable withdrawal of the Legislative grant were made in the case of a few delinquents, but promises of a speedy compliance with the requirements of the School Act have prevented the execution of any serious intention.

The practice of frequently changing Teachers, once so common in our Schools, is being gradually discontinued. Teachers are now generally employed by the year, but of course some changes are unavoidable, even when this is the case. During 1874, twenty-six changes occurred among eighty-five Teachers, of which eight were occasioned by sickness, or some necessary cause on the part of the Teacher. Twenty-one Teachers have held their situations two years or over, and nine during three years or over. It is pleasing to observe this improvement in the tenure of office of our Teachers—an indication that the advantages of the permanent system are becoming duly appreciated by our School authorities.

The average time during which the Schools of the County were kept open during last year is eleven months and seven days—an improvement over 1873 of twenty-five days. This, of course, includes the usual holidays and vacations.

Our Schools are, almost without exception, well supplied with the requisite maps and apparatus, but in the matter of Public Libraries they are still very deficient. We expect to attend to this after the more essential points are arranged.

There is not so great an inequality of taxation for School purposes in the various sections of this County as in those of many others. It happens that those townships which embrace the greater portion of the poor sections are fortunate in having a liberal annual revenue from their portion of the Clergy Reserves Fund, that is kept invested for School purposes.

In addition to this, the same townships have already taken measures to invest their share of the lately available Municipal Loan Fund for the same praiseworthy object. After all, however, owing to difference in the size of sections and quality of the land, there is still considerable inequality in the School taxation of the several sections of the same townships. This injustice ought to be remedied without delay, and some more popular and practical method should be devised than the Township Board system is ever likely to become. The general opinion

of the people of this County is most decidedly opposed to one feature of the system—the giving up the local control of their Schools to the management of a Central Board. In my opinion this is not essential to a proper adjustment of the educational burdens of the people, and I further believe that the evils arising from local prejudices and jealousies are far less than are generally imagined, and are well nigh counter-balanced by obvious advantages.

COUNTY OF HASTINGS—NORTH.

William Mackintosh, Esq.—The organized portion of North Hastings contains 73 rural School Sections and one incorporated village—Stirling. In the unorganized Township of Jones, District of Nipissing, a School Section was provisionally established in 1872. Acting in conjunction with the Stipendiary Magistrate, C. Doran, Esq., Pembroke, and at the request of the inhabitants, I formally established a Section, the boundaries of which I gave in a former Report.

Altogether I had the charge of 75 School Sections. These are located as follows, viz.: In Rawdon, 14; Marmora and Lake, 10; Huntingdon, 9; Madoc, 15; Elzevir, 7; Tudor, Limerick, Cashel, and Wallaston, 8; Dungannon and Faraday, 2; Carlow and Mayo, 2; Monteagle and Herschel, 4; McClure, Wicklow, and Bangor, 2; Jones, 1; Village of Stirling, 1.

The number of Union School Sections is 18, twelve of which are included in the above list, and six have School-houses in South Hastings.

Assessed Values.—As the standard of excellence to which a School can be raised depends very materially upon the amount of *taxable* property contained in the School Section, the following statement is instructive:

The average amount of assessed property in each School Section, omitting the Township of Jones, and Union School Sections whose School-houses are situated in South Hastings, was, in 1874, \$18,697—the strongest Section being Stirling, composed of an incorporated Village and portions of the Townships of Rawdon and Sidney, which was assessed at \$120,000, and the weakest being S. S. No. 17, Madoc, with an assessed valuation of less than \$3,000.

In Monteagle, Wicklow, Herschel, McClure, and Bangor, the average was \$4,581; in Carlow and Mayo, \$8,400; in Dungannon and Faraday, \$8,975; in Tudor *et al*, \$6,631.

In Madoc, the average was \$15,824; the assessed valuations ranging from \$60,885 in S. S. No. 1, to less than \$3,000 in S. S. No. 17.

In Huntingdon, the average was \$24,347; the amount of assessed property varying from \$56,516 in School Sections Nos. 2 and 5, to \$8,500 in S. S. No. 13.

Rawdon had an average of \$34,788; the assessment in the Sections varying from \$50,306 in Section No. 7, to \$11,280 in Section No. 20.

The average in Marmora and Lake was \$11,999; the strongest Section being No. 4, assessed at \$22,000, and the weakest No. 1, Lake, with an assessment of \$6,866.

Elzevir had an average valuation for each Section of \$13,628, the amounts ranging from \$21,508 in S. S. No. 4, to \$3,870 in S. S. No. 5.

As a necessary result of this very unequal division of the various municipalities, the rates of taxation for School purposes were also very unequal. Take a few examples. To keep a *very* inferior Teacher for *three* months, S. S. No. 17, Madoc, was compelled to levy a rate of $1\frac{1}{2}$ cents on the dollar. S. S. No. 1, in the same Township, enjoyed the services of two experienced Teachers during the *whole* year by taxing itself at the same rate.

In Huntingdon, S. S. Nos. 2 and 5 can by levying a rate of 5 mills on the dollar, keep a Teacher, at a salary of \$400, for 12 months, while S. S. No. 13, of the same Township, is forced to tax itself $2\frac{1}{4}$ cents on the dollar to enable it to retain for 10 months a Teacher at a salary of \$216.

In other Townships anomalies fully as suggestive occur.

In some remote Townships the Trustees were obliged to levy for School purposes a rate of five cents on the dollar. And the necessity for imposing so oppressive a burden on themselves did not arise from extravagance. Were the same spirit of economy to influence our Dominion and Provincial authorities, that governs the Trustees of these Sections, Mr. Crooks' surplus would rapidly increase, and Mr. Cartwright's have a real existence.

School-houses.—The number of School-houses in the Riding was, in 1874, 77. Their situation, and the material of which they are composed, are as follows, viz. :—

	Stone.	Brick.	Frame.	Log.	Total.
Monteagle <i>et al.</i>	0	0	2	4	6
Carlow and Mayo	0	0	0	2	2
Dungannon and Faraday.....	0	0	1	4	5
Tudor <i>et al.</i>	0	0	1	6	7
Madoc	0	1	13	1	15
Elzevir	1	0	5	1	7
Huntingdon	3	0	2	4	9
Rawdon	3	6	5	0	14
Marmora and Lake.....	0	0	5	5	10
Stirling (village).....	0	0	1	0	1
Jones (unorganized)	0	0	0	1	1
	<hr/> 7	<hr/> 7	<hr/> 35	<hr/> 28	<hr/> 77

Of these a considerable number do not meet the requirements of the School Law.

In the matter of School furniture there is great necessity for improvement. In a large number of Schools the seats and desks are of the most primitive pattern. In many instances the pupils are compelled to sit on benches without backs. In others the furniture is of such a nature as to prevent anything like good order. Omitting the Townships on the Colonization roads, 27 School-houses need re-furnishing. In the majority of cases there is a sufficient amount of sitting and writing room; but long desks placed around the house and attached to the wall, and, still worse, desks for from six to twelve pupils, placed across the floor, obtain in all the 27 School-houses. In the older townships there is no reason why School-houses should not, in the majority of cases, be furnished fairly. In the more remote districts, much will have to be borne with. The erection of a log School-house, and the payment of a Teacher's salary for even a portion of the year, render the taxation for School purposes so burdensome in many localities, that I cannot but wonder at the endurance of the people. In these Townships a School rate of two cents on the dollar is esteemed by no means unusual. To the honour of the people be it said, that in no instance have they failed to make absolutely necessary improvements when their attention has been called to the matter. I doubt very much if any County in the Province can show a larger percentage of its Schools *in new and remote Townships*, so well furnished with maps, tablet reading lessons, and numerical frames.

School-houses Erected.—During the year, nine School-houses were erected or completed—one stone, three frame and five log.

In the Village of Stirling, a large, convenient and handsome brick building (two stories) is (1874) in course of construction for the use of the High and Public Schools. It will be a credit to the County when completed.

School Grounds and Outhouses.—Ten School-houses were enclosed during the year.

In Rawdon, Stirling, Huntingdon, Elzevir, Madoc and Marmora, 27 School premises are still unenclosed.

In the same Townships 23 School-houses have no offices attached to them. With, I think, but one exception, all the School premises in the northern Townships are in a similar condition.

Surrounded as many School-houses in these Townships are by the primeval forest, there is no necessity for the premises being enclosed. In many instances it would be an act of insane folly to do so. Decency demands, however, that outhouses be erected.

School Population.—The number of children between the ages of five and sixteen reported was 4,801. Of these, 4,138 attended School during some portion of the year, 663 between these ages, and more than 200 between seven and twelve, did not attend any School.

The number of pupils of all ages attending the Public Schools was 4,494.

To assist Trustees in enforcing compulsory attendance at School, I sent to each Board a blank Census Return, a blank notice to parents, and a circular explaining the

provisions of the law on the subject. In my next Report I hope to be able to give some definite information as to the operation of the law. Its moral effect upon parents is excellent, and I trust to see good results flow from its prudent and cautious enforcement.

Irregular Attendance.—Perhaps the most serious of the causes which obstruct the advancement of our Schools is irregular attendance. It renders much of the labour of our Teachers unavailing, and checks their enthusiasm. It is the bane of our School system. In Schools conducted in an unsystematic manner, with nothing of organization and classification but the name, the greater part of the result and injury falls upon the irregular attendant. In his case the effect is educationally ruinous. Half the dislike that some children manifest to attendance at School is engendered by this evil. Let them be sent regularly, and soon the dislike will vanish.

Given, however, Schools in which order and system obtain—in which each day's instruction is essentially and intimately connected with every other day's instruction—a link, wanting which the value of the whole is much lessened, if not altogether destroyed—and irregular attendance is ruinous in its effect on the whole School. As a Briton, it may be one of my privileges (?) to allow my child to be irregular in his attendance at School: so long as such a course injures that child *alone*, many would concede me that right; but when the progress of the *whole* School is thereby retarded, and when the educational prospects of other families are injuriously affected, no commands but those of stern necessity justify me in detaining the boy at home a single day.

In connection with this principle the following statement is anything but cheering. *Of the 4,494 pupils who attended some Public School in N. Hastings during 1874, one in seven attended less than twenty days; one in four less than three months; one-fifth less than 100 days; one-tenth less than 150 days, and only one in forty-four more than 200 days.*

The causes of this lamentable state of affairs, by reason of which the majority of the pupils in our Schools are receiving but the "shreds and patches of Education," are manifold. Distance from the School-house; the need, real or supposed, for the child's labour on the farm, uninteresting and lifeless teaching, and the indifference of many parents, are among the most important. So long as the labour of the pupil is valuable at home there will be irregular attendance and absenteeism. Much can be done to lessen the evil. As the standard of Education among Teachers becomes elevated—as they become more intelligently alive to the importance of their work, and acquainted with correct principles and methods of instruction, the schools will become more interesting, the instruction given in them more valuable, and indifference on the part of parents less marked. The true remedy for nine-tenths of the evil that acts as a clog upon the Educational progress of the County, will be found in improving the quality of the work done in the Schools. The Teachers hold the key of the position. Raw, untrained and empirical teaching will inevitably be accompanied by irregular attendance. Let some means be devised for providing professional training for masses among the Teachers, and much of the evil will be cured. But I purpose returning to this again.

Classification.—Very few of the Schools were found in which any earnest attempt had been made to carry out the requirements of the programme of studies. In none were all the classes up to the standard. In many, grammar was not taught. Pupils reading in the Fifth Reader failed signally to do simple problems in the elementary rules of arithmetic. In many Schools geography was not taught. A large number of them were unprovided with "programmes" or limit tables, and, consequently the Teachers in these were very insufficiently acquainted with their duty in regard to classification.

With these facts staring me in the face, I did not deem it prudent to insist at once upon the enforcement of the regulation as to classification. Trustees were induced to procure "programmes" and "limit tables," the attention of Teachers and pupils was called to these, and the necessity for the law, and for enforcing it, explained. In addition I felt, however, called upon to rectify the most glaring inconsistencies in classification. In short my aim was to place the classes in such a position that the Teachers might be reasonably expected to work them up to the required standard during the year. On my second visit the programme was enforced more strictly. None of the Schools have any class higher than the fourth.

I have been much hindered in this part of my work by the inexperience of the majority of the Teachers. A few old Teachers, who have taught for from twelve to thirty

years, are not in sympathy with the new state of affairs, and of course display no earnestness in conforming to the regulations. In one or two cases these men were teaching before the Inspector was born. This makes the duty of urging *reform* a very delicate one. However, nearly all the teachers of North Hastings are anxious and willing to do their duty. Their inexperience acts as an obstacle. In addition, frequent changes of Teachers serve to render futile much of the labour of classification. When prudently but firmly gone about, there is not much difficulty in classifying. The difficulty lies in *keeping the School classified*.

As an aid to the classification of First Classes, I would respectfully suggest that the programmes of study and limit tables be re-arranged so as to show distinctly and in detail the subjects of instruction required to be taken up, and the advancement to be made in each, before the pupils may be promoted (*a*) from the Tablet R. Lessons (First Reader, pt. I.), (*b*) from the First Reader, part II., and (*c*) into the Second Class. If First Classes can be kept thoroughly classified, no great difficulty will be, in the long run, experienced in insisting upon strict conformity to the regulations with respect to higher classes.

I have found it impossible, and unwise if possible, to enforce the Programme so far as the Fourth Class is concerned. With but very few exceptions, the Teachers are possessed of no higher education than is required to secure a Third-Class certificate. They consequently know little, if anything, of Chemistry, Botany and Natural History. Some have tried to teach these subjects from text books. The effect on the minds of their pupils was anything but desirable. If the natural sciences are ever to be taught successfully in elementary Schools, it must be by means of Object Lessons. Few of the Teachers in North Hastings, and an extensive acquaintance with the Teachers in a large number of Counties warrants me in saying that but a *small minority* of the Teachers of *Ontario*, are sufficiently instructed themselves to teach these subjects well.

I would not wish to see them removed from the "Programme." Their presence there will do much to induce Teachers to fit themselves for teaching them. But I am strongly of the opinion that Inspectors should be allowed to use a wise discretion as to the enforcement of this feature of the "Programme."

Previous to 1874 "Object Lessons" had not been introduced into the Schools. I have found it a hard task to induce the Teachers to conform to the requirements of the Programme in this respect. By means of Teachers' Institutes—of which more again—I have been enabled to exemplify approved modes of conducting these Lessons. A few earnest Teachers have commenced teaching them, and the number will increase. I look upon these Lessons as a most admirable means for the development of intellect. Purposely I have avoided asking Trustees to provide object cards or pictures. Inexperienced Teachers lean upon these entirely, and what should be the most interesting and educative part of the day's work becomes as dry as dust and *dwarfing* in its effect. I have preferred to advise Teachers to make use, at first, of the objects themselves, (and no rural Teacher need lack these) the "Pictures" may then follow.

Grammar.—This subject, until lately untaught in a large number of Schools, is still very ill taught in the majority of cases. So far as could be discovered at my first visit, analysis of sentences was taught in no School. Only at rare intervals was a class formed which could parse a simple sentence. Some improvement has been made, but much remains to be done. However, as in the teaching of this important subject the Schools *had reached bottom*, I anticipate a marked advancement. I have been able to induce a considerable number of Teachers to make their instruction in Grammar oral.

In Composition little is done. In Spelling I am pleased to be able to report a *very* marked improvement, consequent upon the adoption, during the year, of more approved methods of instruction.

In Reading, the improvement, especially in First Classes, has been great. Very few of the Teachers do not now know the approved method of conducting Junior Reading Classes. Had the Schools done no more than give up, in one year, the ancient alphabetic method of teaching Reading, they would be worthy of much credit.

While the reading has thus become much more intelligible, greater attention is paid to tone, inflection, &c., but there is yet a great lack of *intelligent* reading.

Very few pupils can glean *easily* what the passage they read was intended to convey. Too little attention is paid to this.

During my first tour of inspection, I discovered that a majority of the Schools were unprovided with Maps, Tablet Reading Lessons, &c. As a necessary result the standard of these Schools in Geography was very low.

During the year, 49 School Sections, out of a total of 75, supplied their Schools with these articles. By the close of 1875, every School in the Inspectorate—the most northern being 130 miles from the most southern—will possess a *sufficient* supply of Maps, &c.

The greater number of our Geography classes are now taught *orally*. Good results will follow.

The average time for which the Schools were open (including holidays and vacations,) was—

In the Riding.....	9 months, 5 days.
In Northern Townships.....	8 months, 10 days
In older Townships.....	9 months, 24 days.

In the remote Townships, the majority of which are situated in the Free Grant District, and all on the Hastings, Monck, Carlow, Peterson, and Opeongo Colonization Roads, the School authorities, as a rule, do their utmost to keep their Schools open as long as possible. They have many difficulties to contend with. The most pressing of these is the prevailing scarcity of Teachers. This has not arisen, as is popularly supposed, from the standard of examination being too high, but from a *scarcity of persons competent to teach the most rudimentary branches of education*.

In the front Townships—even some of these are but poorly settled—much valuable time is lost by Trustees neglecting, in many cases, to engage Teachers or even seek for them, until after the annual School meeting. Had Trustees of vacant Schools made prompt and early efforts to engage Teachers, the average time for which the Schools in the older Townships were kept in operation would have been more than 11 months.

Another cause that tends to lessen the time for which our Schools are kept open is the late date at which the annual examination of Teachers commences.

Notwithstanding the earnest efforts of the Board of Examiners to expedite matters, the first week of August was well-nigh spent ere I could announce the result of the examination. The vacation was thus nearly over before Trustees and Teachers knew their position. I would strongly urge upon the Council of Public Instruction, through you, the advisability of the Examination being commenced as soon after the 1st of July as possible.

Next to irregularity of attendance on the part of pupils, the frequent change of Teachers exercises a very baneful influence on the prosperity of our Schools. *Twenty-seven* Teachers changed situations during the year. More than sixty per cent. had been in their positions not more than a year.

Every School in the Riding, with very few exceptions, was inspected twice during 1874. All would have been visited twice, had all been in operation at the time of my visits. In the remotest part of the County, it seems to be impossible to select a time for visiting the Schools at which some of them are not closed. A number of Schools, which appeared to me to need it, were visited several times.

Each visit occupied, on an average, half a day. This time was spent in examining and classifying pupils, and in suggesting and *exemplifying* needed improvements in discipline, modes of instruction, &c. Much additional time was taken up in consultation with Boards of Trustees in regard to the purchase of maps and apparatus, improvements in School premises, &c.

Quarterly Examinations.—Ascertaining at the close of the year, from the annual Reports of Trustees, that in the majority of cases public examinations had not been held as required by law, I mailed to each Board of Trustees a circular calling their attention to the fact, and informing them that in future no grant would be paid to Schools neglecting to comply with this requirement. The effect has been marked. Many Teachers complain to me bitterly that few, sometimes *none*, attend these examinations. Such apathy on the part of parents is calculated to dampen the ardour of the Teacher. By throwing more life into the work of the School, and by making the proceedings at public examinations more interesting, much will be done to secure an increased number of visitors at them.

Teachers' Institute.—To assist in remedying many evils in connection with the Schools

a Teachers' Institute was established during the year. *Eleven* meetings were held in Madoc, Marmora, and Stirling. Subsequently it was found necessary to form two Institutes, one at Stirling and another at Madoc. These meet on every sixth Saturday. This gives us an Institute meeting every three weeks. At them the proceedings are thoroughly practical. Methods of instruction are explained and illustrated, subjects of study taught, and mutual aid on School matters given whenever needed. The attendance has been very creditable, and the benefits accruing to the Schools evident.

Cannot something be done towards providing some modicum of training for third-class Teachers? A good work is being done by the Normal School so far as first and second-class Teachers are concerned. Something more is needed. The lack of professional training on the part of the vast majority of the Teachers of the Province is one of the most clamant evils that the educationist has to face.

By referring to your valuable Report of 1873, I find that out of 5,642 Teachers employed in the Public Schools of Ontario, 1,084 held Provincial certificates. Of the latter, a large per centage had received no training. Omitting such, however, it appears that for 4,558 Teachers, fully 80 per cent. of the whole teaching staff of the Province, no facilities for securing professional training are provided. Third-class Teachers are multiplying with much more relative rapidity than those holding other grades. The majority of Public Schools—for many years the overwhelming majority—will continue to be taught by Teachers without training, unless some steps be taken to remedy the evil. The mere multiplication of Normal Schools to any practicable extent will not overtake the work. The voluntary exertions of Teachers and Inspectors are accomplishing something. But some general system ought to be adopted. Every person who has conscientiously striven to elevate the status of the Public Schools needs not to be informed of the incalculable injury done by the inexperienced and haphazard efforts of many Teachers. Facilities for imparting *some* amount of professional preparation ought to be provided in each Inspectorate or County. Whether this be done by establishing District Model Schools or County Teachers' Institutes it is not for me to say.

Salaries.—The highest salary paid to any male Teacher during the year was \$600 (in Madoc Village). The lowest was \$180 (!). The average salary paid to male Teachers was \$290.63; to female Teachers, \$216 63.

Qualifications of Teachers.—Provincial first-class, 1; second-class, 3; third-class, 49; old County Board, first-class, 4; special certificates, 36.

Libraries.—But three Public Libraries have as yet been established: a Township Library in Madoc, one in S. S. No. 1 of the same Township, and a third in S. S. No. 3, Marmora. The first has gone completely to wreck.

When so much had to be done in the way of increasing School accommodation, purchasing and enclosing School premises, and procuring Maps, Tablet Reading Lessons, and apparatus, I deemed it unwise to press Trustees to get Libraries.

I was not able to deliver many School lectures during the year. The labour incident upon the inspection of Schools scattered over more than twenty Townships, conferring with Trustees personally, formation and alteration of School Sections, my duties as arbitrator, the conducting of a monthly Teachers' Institute, High School and Teachers' Examinations, prevented my doing so—but it is needless to enumerate. Are not the duties of a Public School Inspector written in the Regulations? (My experience leads me to think some of the most onerous, yet important, are necessarily not therein mentioned.) However, these labours left me no time to perform, as fully as I would have liked, a duty that, when performed, might result in much good. In a number of cases where misapprehension or ignorance of the School Law was proving a marked obstacle in the way of advancement, I held public meetings in School-houses. I do not feel justified in styling the informal "talks" I on these occasions had with ratepayers, "*lectures*." Much good resulted; more, probably, than would have followed the delivering of more formal addresses.

Poor School Grants.—I have to thank you very sincerely for the liberal way in which, during 1874, you made grants to poor Sections in North Hastings from the Poor School Fund. Without this aid a number of Schools would have been closed; some School-houses would not have been built, and many would not have been supplied with maps, apparatus, &c.

Another great benefit conferred upon School authorities was your providing them with copies of the Consolidated School Law and Regulations.

In reviewing the work of the year, while there is much to discourage, much indifference and apathy to overcome, I feel convinced that, when compared with districts similarly circumstanced, this Riding has no cause to be ashamed of its educational standing. Since 1871 a great number of decent School-houses have been erected. I have not at hand the information required to enable me to state the exact number, but it is certainly very large. Much hard toil and persistent labour on the part of my predecessor, T. S. Agar, Esq., was devoted to the replacing of huts, unfit for habitation, by comfortable School buildings. His efforts in this direction materially lightened the task for his successor. A respectable number of our Teachers are earnest in their endeavours to improve themselves and their Schools. The change for the better made by many during the year deserves the highest commendation. A number seem, however, incapable of improvement.

In conclusion, I would respectfully call your attention to my former Report on the Schools in new and remote districts. In it a large number of facts required to enable the Department to understand the situation of the Schools, &c., was given.

Thanking you and Dr. Hodgins for the invariably prompt and courteous manner in which advice and assistance have been given when required, I hope that you, Sir, may be long spared to witness the consolidation and perfection of the School system which will ever be connected with your name.

COUNTY OF HASTINGS—SOUTH.

John Johnston, Esq.—I have much pleasure in stating that shortly after the introduction of the School Law of 1871, the Schools of South Hastings were well supplied with maps, tablets, and black-boards, many with object lessons and apparatus; and every year since more maps and apparatus have been added, so that in 1874 every School was supplied with all the necessary requisites for the successful teaching of the pupils attending them.

The Schools have been thoroughly examined every six months, and some oftener, and everything has been done to get them taught efficiently and according to the improved method. Classes have been taught and the best advice given as regards the teaching and conducting of them. If this had not been done the Schools of South Hastings would not have improved so much as they have during the past three years, as many of the Teachers were inexperienced, not having had any special training at any institution such as the Normal School.

To help the Teachers, and to show them the best methods of teaching all the School subjects, an Institute is held in Belleville on the third Saturday in every month, at which the best and most improved method of teaching is shown practically. This has done an immense amount of good to earnest Teachers, who were willing to put what they saw into practice. It has been quite well attended, and those who have attended regularly have been much benefited.

Reading and spelling are now very well taught in most of our Schools. Great attention is paid to beginners. They are not allowed to leave a lesson or reading-book till they can read well, and spell all the words and give the meanings. As Teachers have improved much themselves as regards teaching, so have the scholars of the School improved in proportion; but yet the great drawback to many Schools is the want of a thoroughly energetic Teacher—one who is a worker, and prepares the work he has to do in the School. I believe that many Teachers fail from this want of preparation. Many of our best Teachers prepare every lesson they have to teach, from the lowest up to the highest; and yet we have many so indolent that they think nothing of their work for the next day, and those Teachers have the worst Schools.

I have recommended that those third-class Teachers who have been doing well may come up for examination again; yet I do not think it would be wise to give them certificates for three years again, as by not doing so they would be kept studying. We need them, as they have had experience, and are better than many of those beginning would be.

The teaching of grammar has much improved, and now this important subject is quite well taught in nearly all the Schools. At first it was difficult to get it taught properly, as many of the Teachers were deficient in the real practical knowledge of it themselves, but there has been a marked progress in Schools, and among Teachers.

The method of teaching arithmetic has improved a good deal during the past two years.

The Teachers are paying more attention to mental drill in the simple rules ; they use the black-board much more than formerly, and give more practical questions, and pay more attention to mental arithmetic, and to the working of questions by analysis. While I say that the teaching of this important subject has greatly improved in many of our Schools, yet as compared with the other subjects taught, the scholars, on the whole, show more lack of practical knowledge of this subject than they do of most of the others. I expect, during my next visit, to find much more improvement. Without specifying any more of the School subjects, I must say that though most of our Teachers are of the third class—a fact very much to be regretted—there is a very marked improvement in the teaching, as shown by the result of the examinations of their Schools.

We want more thoroughly trained Teachers—Teachers who understand how to teach all the School subjects, for the Schools will never be thoroughly efficient till young men and women have made some special preparation for the work, besides the mere knowledge of getting a third-class certificate. Even if energetic young Teachers take charge of Schools, much time is lost before they get in the right way of teaching.

Not including those trained in the Normal School, our best Teachers come from the Public Schools in each Township, taught by very efficient Teachers, for they see, every day, a School properly conducted, and how each subject should be taught. Young Teachers receive much benefit by visiting such Schools and spending one or more days therein. When permits had to be given for special Schools the applicant was required to spend a day, at least, in one of these Schools.

Libraries :—The law requires that each School must be provided with a library and a well ; but it was not thought wise, when so many things had to be done, to press them beyond drawing their attention to the requirements of the law. Many sections have libraries, and I expect that during 1875 each section will have a library and well.

Religious Instruction :—The Schools are opened by reading a portion of Scripture and by prayer, and the Ten Commandments are taught in nearly all the Schools.

Lectures have been given in nearly all the Sections, and they have done a great amount of good by making the people more thoroughly acquainted with the regulations and School law ; but in many sections it was difficult to get a majority of the people to attend them.

School Houses :—Since 1871, twenty-eight new School-houses have been built ; many of them are brick and stone ; a great many have been repaired and seated. The grounds are all fenced, and each School-house has the necessary outbuildings. During 1875, seven School-houses will be built, making, up to the end of 1875, thirty-five School-houses that have been erected since 1871.

There are ninety Teachers in South Hastings ; of these, only eight ever attended the Normal School ; sixteen have Provincial certificates ; sixty-two third-class (new law), and twelve have interim certificates.

In introducing the new School Act I proceeded very cautiously, trying to show, in the first place, the necessity of proper accommodation ; they, in all cases, seeing the necessity of it, went to work and built a proper School-house. I could always get Trustees to send for maps, tablets &c., by having printed forms, provided by the Department, and by giving them a list of the articles needed ; but it was not so easy to induce them to build a proper School-house, purchase one-half-acre or more of ground and fence it. This has all been accomplished, but it could not be done without incurring the ill-will of some parties, yet the intelligent people of South Hastings are glad there is a law compelling Trustees to provide a suitable School-house for their children.

There are eighty School-houses in this Division ; of these, twenty-seven are brick ; eleven, stone ; thirty-eight, frame, and five log ; of the log, two will be replaced by good frame houses this summer, and the remaining three are hewed, and as good as the sections can afford, being in the poorer parts of Hungerford and Tyendinaga.

The amount received from all sources for School purposes during 1874, was \$39,857.34. The amount paid Teachers was \$22,415 79. The amount paid for repairs and fencing grounds was \$2,542 46 ; for sites and buildings, \$5,400 07. As many of the School houses were built in 1872 and 1873, the amount is small compared with those years. The highest salary paid a male Teacher, in Sidney, \$500 ; in Thurlow, \$550 ; in Tyendinaga, \$475 ; in Hungerford, \$525 ; in Trenton, \$500, and Mill Point, \$425. The highest salary paid a female Teacher is \$350, and in Tyendinaga.

Of the Teachers teaching in 1874, only one, in Sydney, ever attended the Normal School; five in Thurlow; none in Tyendinega; two in Hungerford, and none in Mill Point. The average time the Schools have been kept open is eleven months, and Tyendinaga has the advantage of twenty days over eleven months.

Not including Trenton, there were in 1874, 196 children, from seven to twelve, that did not attend any School; and at least 1200 attend School so irregularly that it may be said that they are getting no education. It is believed that a far greater number do not attend School, as a great deal of the information furnished by Trustees is not reliable. It is a matter much to be regretted that children attend so irregularly, and that so many do not attend School at all.

Trustees have been made acquainted with the law requiring them to see that all the children in the section between seven and twelve, inclusive, must attend at least four months, and everything has been done to impress them with the necessity of seeing that all in the section are getting an education. They have been advised in all cases to notify parents and guardians, and to try to induce them to send their children to School. To help them in this matter I got census returns, forms of notice to parents, and a short synopsis of the law printed and then sent them to Trustees with a circular, wishing them to take the census at the end of each year. In the majority of the sections the census was taken, but I was sorry to find that some Trustees had not done as requested.

The great hindrance to real progress in many Schools is the frequent change of Teachers. Some Schools are continually changing them, and every time a Teacher is changed it is believed that the scholars lose three months. They lose a good deal of time even if as good a Teacher as the former should take charge of the School, but this is not always the fault of Trustees.

Irregular attendance is the great drawback to many Schools. It keeps those who come regularly from making the progress they should. It is discouraging to the faithful Teacher, and if those who come occasionally are allowed to go on with the class they are groping in the dark, and finally become discouraged, as they do not understand what the class, has gone over, from having missed so much of the explanation given by the Teacher in their absence. We want the youth of the country taught practically, and to be fully prepared for the duties of after life, but unless they are well taught, and come to School regularly, they will leave School very poorly educated. We want our children taught to think, and in such a way that they may go on educating themselves after they leave School, instead of forgetting, in a short time after they leave School, all they had ever attempted to learn. We want less book teaching, and everything has been done to discourage mechanical teaching. Teachers have been encouraged to get up the work so well that they may teach without confining themselves so closely to it, for scholars may answer definitions in geography, and in grammar, and not understand what is contained in them; and they may work questions in arithmetic in their seats, but unless they are brought up in classes and given plenty of practical questions dictated by the skilful Teacher, they will not be able to work the questions they meet with after they leave School, and all they have learned about arithmetic will be of no use to them. More blackboard explanation is needed on the part of the Teacher.

I am very much encouraged with the progress made by the great majority of the Schools, and by the increased energy shown by a great many of our Teachers during the past three years, and hope, by increased energy on my part, as well as on the part of the Teachers, and by the growing interest taken by the people, to make the Schools still more efficient during 1875.

COUNTY OF NORTHUMBERLAND.

E. Scarlett, Esq.—In comparing the present educational state of this County with that of five years ago, the contrast is very great. For five or six years previous to 1870 the stagnant state of the Common Schools presented a sad spectacle. But the meetings held by the Chief Superintendent in every County of the Province, a short time before the period referred to, the discussions at those meetings, and the vast amount of information on School affairs that resulted from those discussions, the proposed educational scheme of the Chief Superintendent brought before Parliament, in 1870, its opposition, the way that opposition was met, and its complete triumph in 1871,—all conspired to operate most powerfully on the public mind, and to prepare the country for the reception of the grand

est and wisest educational enactments hitherto bestowed on this Province in connection with our other excellent municipal institutions.

The fabled stories of fairy tales, and the reputed transformations wrought by the wands of the old weirds, never more astonished us in childhood than have the results that have followed in School affairs the passing of the School Law Amended Act of 1871! Instead of old log school-houses—blessed reminiscences, however, still cling around them, with their scanty furniture and antique benches—we have either substantial brick buildings or comfortable, nicely-painted and well-furnished frame edifices. Forty new school-houses (many of them on enlarged sites) have been erected the past few years, as well as a large number of School buildings that have been thoroughly repaired.

I am of opinion that all candidates for the office of Public School Teacher should be required to attend a Training School, and show an aptitude to teach before receiving license to take the oversight of a School.

I beg to remark that the thoroughly and faithfully performed work of our High School Inspectors has a powerful reflex influence for good on our Public Schools.

COUNTY OF VICTORIA—EAST.

James H. Knight, Esq.—During the last year the new County of Haliburton has been created, reducing the number of Townships under my charge by three—namely, Lutterworth, Anson and Hindon. The change had more to do with territory than Schools, for although there were six School Sections, only two of the School-houses were within the County of Victoria.

The prosecution of the Victoria Railway has had the effect of introducing into the Township of Somerville a settlement of Icelanders, about 300 in number. It is desirable that special arrangements be provided for the children of these people, and should application be made to the Department, I trust it will be met in a liberal manner. I have given a certificate to a person who has been acting as interpreter, and I understand a School has been started.

During the past year five new School-houses have been erected, of which one was in a new Section. Three are of brick and two frame. Of the former, one is a substantial two-story building in the Village of Bobcaygeon, and adapted for two Teachers: another in the adjoining Village of Rokeby, in the same Section, is a primary School adapted for one Teacher. These two School-houses have all the modern improvements, and are a credit to the Township of Verulam. The third, at Dunsford, is a good building but not so well arranged. One of the frame buildings is about three miles from Bobcaygeon, the other three miles from Cobocok.

I anticipate the erection of four or five more School-houses during the present year. Tenders are advertised for, for one at Mount Horeb, in Ops. This I expect will be of the first-class. New efforts are being made to erect a School-house in No. 2 Ops. A disagreement about site, and the operation of the Roman Catholic Separate School Act, have frustrated all previous attempts. In Emily a site has been purchased and fenced in No. 7. A frame School-house is to be erected this summer. I was in hopes the building would be of brick, and the heating arrangements in the basement, as the ground is well adapted for this system, but the Trustees are unwilling to make the experiment. In No. 5 the building is out of repair, and to build would probably be cheaper than repairing. In No. 4, at Downeyville, the School-house is too small, and the Trustees have promised to make preparations for building this year, and to erect a brick School-house in 1876.

Negotiations for the enlargement of sites have been going on in several sections, but only one fence was built last year—namely, at Kinmount, in S. S. No. 3 Somerville. I expect they will be erected this year in S. S. No. 11, Ops, 9 and 13 Emily, and probably others. In S. S. Nos. 3 Emily and 7 Verulam an unsettled survey interferes either with the acquiring of title or boundaries of the site.

Woodsheds have been erected in S. S. 7 Ops and 3 Verulam. Privies in 7 Ops, 4 Emily, 3 Verulam and 5 Somerville. A well has been sunk in No. 10 Verulam, and a bell set up in 8 Somerville.

The County Council, on my recommendation, has provided for printing forms for taking the census of School population in every Section in the County of Victoria, and forms of

notices to parents and guardians of defaulting children. These have been forwarded to the Trustees, and although the first attempt may be imperfect, I have no doubt the result will be that many children who never go to School will receive an education, and others who have only attended a few days in the year will be sent much more frequently. I am happy to report that the feeling is very general in favour of putting the compulsory clauses of the School Act in operation.

I am sorry to be able to report very little improvement in the qualifications of Teachers. The demand in the County for Teachers with higher attainments is greater than the supply. Out of fifty Teachers in 1874, sixteen were beginners or had taught a very short time. Of the remainder, five of the best left the County at the close of the year to take charge of other Schools, or to further prosecute their studies.

The salaries continue too low. Trustees in the poorer Sections consider that they cannot afford to pay more than \$200 or thereabouts to a Teacher. In some of the wealthier Sections \$500 or \$600 would be given to experienced and well-qualified Teachers, but they cannot be obtained, and inferior Teachers have to be accepted. There is a reluctance on the part of many Teachers to accept situations in rural Districts.

Prizes are given in some instances. I do not recommend their use except where the Teacher has had experience and possesses good judgment. The least unfairness or supposed partiality in distribution does more injury than the prizes can do good. It would be an advantage if the Trustees could know the value set on the books by the Department.*

The programme and limit table are generally followed. The fourth-class is usually the highest, and all the subjects are not always taken at the same time. No reasonable objection can be taken to this arrangement.

I have not been able to obtain any additional libraries, although I have brought the matter before the County Council, the Trustees of the Town of Lindsay and other Corporations.

No competitive examination was held in the Township of Ops last year, owing to the Municipal Council refusing to grant a sum of money for prizes. As the present Council consists of entirely new members, I trust they will be more liberal. I intend to apply to the Council of Verulam for a grant for the same purpose, the new School-house at Bobcaygeon providing the accommodation the Township never had before.

A Teachers' Convention was held in Lindsay by the Teachers' Association of the County of Victoria in July last. The attendance was good, and I believe the result was to increase the efficiency of our Teachers. Mr. Brown, Public School Inspector of Peterboro', attended and contributed much to the success of the Convention. The next meeting is to be held in the Easter holidays.

The education of the pupils in the Town of Lindsay is carried on by means of a Union High and Public School, Roman Catholic Separate School, a Convent and three or four private Schools. The Union seems to work very satisfactorily at present, there being no connection between the Schools save the building and the Board of Trustees, and there being no disposition to rush pupils into the High School.

The School Board employs a staff of thirteen Teachers, of whom nine are employed in the main building, two in the South Ward Primary School and two in the East Ward Primary School. In each of these latter Schools the Junior Teacher has charge of the scholars in the two parts of the First Book, and the Senior Teacher the Second Book and second class. The High School employs two male Teachers. The Head Master of the Public School and an assistant have each a division of the fourth class. The third Teacher has the third class, the fourth the second class and the senior division of the first class. Two other Teachers have the remaining divisions of the first class. There is also a Teacher of drawing and instrumental music. Another Primary School is to be built this year.

A great prejudice exists among some persons against Public School Education for girls, the grounds taken being rather from a social than an intellectual point of view. Whether the pupils gain by being sent to private Schools in town, or boarding Schools at a distance, will probably never be settled. Certain it is that very few who apply for admission to the High and Public Schools are as far advanced as girls of the same age who have regularly attended the Public Schools. Not only have I heard parents lament the money spent and the time

* Each book is marked at the rate of 18 cents to the 1s. sterling.

lost at private establishments, but I have observed that those who send one daughter seldom let a second go to the same place. As to the social aspect of the matter, I have failed to see that the department of those who have attended private Schools is superior to that of Public School pupils. On a recent occasion His Honor Judge Dean spoke very highly of the Public Schools of the Province as compared with private Schools generally, and I trust his influence will have the effect of increasing the efficiency of, and confidence in, our Public Schools.

COUNTY OF VICTORIA—WEST.

Henry Reazin, Esq.—In transmitting to you my Annual Special Report of the Schools in West Victoria, I have the honour to state that, taking into consideration the fact that all the Townships within my jurisdiction, except Mariposa, Eldon and Fenelon, are newly settled and poor, my Report shows a satisfactory state of progress.

Certificates.—We have very few Teachers holding second-class certificates. The majority are of the third class. The old County Board certificates have nearly disappeared. A large number of interim certificates are still required to be issued in the poorer Townships, and I see no prospect of lessening the number for some length of time, as, owing to the many privations that Teachers holding class certificates would have to undergo, where there are neither roads, churches, stores, or suitable boarding places—and the lowness of the salaries paid—persons living in the vicinity of the Schools, holding interim certificates, are the only Teachers that can be induced to accept the situations.

Salaries.—Salaries are still very low in this County, but are gradually increasing.

Half-yearly Schools have nearly all disappeared. Two of this number for the year 1874, viz., No. 2 Digby and No. 3 Dalton, were closed on account of the prevalence of small-pox.

Changing Teachers.—The frequent change of Teachers has a very pernicious effect, and is still, I regret to say, too prevalent in this County.

School Work and Government.—The style of School work is rapidly improving. Nearly every Teacher reports the habit of preparing the lessons beforehand. A few only have commenced the study of professional books. I have prepared a short circular to the Teachers in which prominence is given to this subject, as also to the necessity of keeping all three Registers required by the Law and Regulations. Written exercises and blackboard work are largely on the increase. Public Examinations are held quarterly in nearly every case. Prizes are not given in the majority of Schools; whenever given on the basis of School work the result is satisfactory. The discipline of the Schools is constantly improving, at the same time that the amount of corporal punishment is decreasing.

Irregular attendance is reported by nearly every Teacher as the great stumbling block to the progress of the Schools.

Maps and Libraries.—Nearly all the Schools are now supplied with Maps. I regret to say that the number of Libraries is not increasing, and that those which do exist are nearly all falling into disuse and becoming dilapidated.

Out-Door School Premises.—Nearly all the School grounds in the newer Townships are unfenced and without wells. The Schools are mostly situated on roads that are very little travelled, many of them entirely surrounded by forest, so that the same necessity does not exist for fencing as in the older Townships. The whole country is rocky, rendering the digging of wells impracticable. In fact, no School Section in the 13 Townships, Carden, Dalton, Bexley, Laxton, Digby and Longford, Ryde, Draper, Macaulay, Stephenson, Stisted, Brunel, and Chaffey, can boast the possession of a well. School sites have generally been selected near some running water or spring; The water of the rivers and streams being soft (the country being devoid of limestone), although not very agreeable to the taste, seems not to be unwholesome. I have myself frequently gone a week in hot weather without any other water than that procured from creeks and rivers.

School Sections.—All the School Sections of Mariposa, Eldon and Fenelon (except No. 7 Eldon), now rank as wealthy Sections, are able to keep their Schools open during the whole year, and have nearly all substantial brick or frame School-houses. Those of Bexley, Laxton, Carden, Dalton, Digby, and Longford are poor, and with two exceptions have log School-houses. Those of the united Municipalities of Laxton, Digby and Longford, by recent changes suggested by myself (attaching Longford to the two Sections of Digby—abolishing one

of the Sections of Laxton—forming some unions, and largely increasing the County School grant,—are now in a position to carry on their Schools during the whole year.

Muskoka.—With one exception the School Sections are all poor, and without the liberal provision made by the Legislature in providing a poor School Fund for their assistance, very many of them could not exist, and large numbers of the children of those industrious pioneers who are now enjoying a Public School education would be entirely deprived of that blessing.

Ryde has two Sections formed and one School in operation, viz., No. 6, union with Draper.

Oakley has no School yet. The settlers have asked for one, but are in my opinion scarcely strong enough yet to support a School. Their settlement is likely soon to be increased.

Draper has six Schools, including the union with Ryde. The Sections are all poor and difficult of access.

Macaulay has six Schools in operation, one at Bracebridge with three departments. They are all very poor with the exception of No. 1, which includes the Village of Bracebridge.

McLean has one School Section—extremely difficult of access.

Stisted has two Sections formed, with one School in operation.

Brunel has three Sections formed, but no School yet in operation.

Chaffey has four Sections formed, with two Schools in operation. (Chaffey is thirteen Townships north of Lake Ontario.)

Ryerson, *McMurrich*, and *Perry*, still farther north, have asked for assistance. I hope to be able to reach them during the year 1875.

Owing to innumerable lakes, rocky hills, swamps, the absence of roads, large forests, &c. the Schools in the above Townships are very difficult of access.

COUNTY OF ONTARIO.

James McBrien, Esq.—I have the honour to submit some general remarks on the condition of the Schools under my jurisdiction for the year 1874. The *magnum opus* of Education is creeping up the steep ascent of efficiency and proficiency. The total receipts derived from all sources, for School purposes, amounted to the noble sum of \$90,830,29— increase about ten thousand dollars. Of this amount, \$84,441,58 were expended for building, repairing, and in the purchase of maps, apparatus, prize books, &c. This amount may be justly regarded as an externalization of the public mind in relation to the great work of Education in this County. I am happy to be able to say that the interest in the greatest of all causes (I do not except the cause of religion, for it is a part of the same cause) is deepening and widening. The disposition to engage what is erroneously called a cheap Teacher is passing away. Let it fly. The people are beginning to look more at the excellence of the work done, and not so much through the golden medium. Hence I find that Trustees, in engaging a Teacher, are more anxious about the educational equivalent which they will receive than the amount of salary they are to pay. The demand for Provincial Teachers is greater than the supply. This is hopeful. I made 255 visits, averaging a half day in length, during the year 1874. The primary object of these visits is to test the general principles upon which the Teacher conducts his School, to correct his faults or remedy his defects in a friendly and confidential manner, and to encourage him in his most arduous calling; without this very little good can be effected, inasmuch as the cause contains all its effects. The state of the School is an effect, of which the Teacher is the cause. The remedy is apparent.

The number of pupils between the ages of twelve and seven, who did not attend any School during the year, was 193—decrease, 100. We rejoice that the mighty arm of the law is mercifully stretched down to those in the horrible pit of wilful, determined ignorance, because there they and their posterity must remain forever, as they have not sufficient light of their own to lay hold of the inestimable blessings of education; and in the parlance of Dr. Johnson, it would require a surgical operation to introduce it. We are glad the law has taken this surgical knife, and is cutting an entrance through the opaque substances to admit the light of the sun of Education into the Egyptian darkness.

I have appropriated the motto of the illustrious Addison, the substantial first and afterwards the ornamental—and, therefore, I have directed my efforts more especially to the

Subjects of Arithmetic, Grammar, Reading, &c. In these essentials I am safe in saying there is fair improvement.

Arithmetic.—In this subject, the laws and relations of numbers are more inculcated than formerly. These being engrained in the reason and judgment of the pupil, they will serve as a compass to guide him through the most complex difficulties.

Grammar.—More attention is given to the construction of the different kinds of sentences. This furnishes with the means of future composition.

Reading.—The meaning of words, phrases and sentences are taken before reading the lesson : hence the scholars are enabled to read with a higher degree of intelligence, fluency and impression.

The New Programme.—This continues to achieve a great work. Classification, gradation, and a proper division of time, have extended their salutary influence. It is a lamp to guide, and a defence to ward off the attacks of the presuming and intermeddling. Although many of its subjects are not taught, from the incompetency of Third-Class Teachers, I would not have a single subject left off it. They are all needed to secure a harmonious development of all the faculties of the mind, by giving each its proper nourishment in due season.

COUNTY OF YORK—NORTH.

David Fotheringham, Esq.—From the summary it will be seen that while the expenditure on Education is less than in 1873 by nearly \$10,000, there is no falling off, but rather increase, in the amount laid out on salaries and incidentals. The contraction is accounted for by the fact that a very large outlay was made on buildings in 1873, while in 1874 the amount was \$12,792. The salaries of Male Teachers on an average have improved by nearly \$20, while those of Female Teachers have decreased by nearly \$13. The former stands for 1874 at \$400 ; the latter at \$244. The entire amount paid to Teachers was \$34,320 ; for Maps, &c., \$426.

Gratifying progress has been made since 1871 in providing better accommodation. In that year 31 houses were adequate ; in 1872, 41 ; in 1873, 55 ; and in 1874, 60 were adequate, leaving only 15, and some of these but slightly, defective, while others have been considerably improved.

In 1871, 31 sites were of half an acre's extent or more. Now 72 are all that the law requires, while some liberal-minded Trustees have provided grounds of an acre or more.

In internal management, too, there has been great improvement. Maps and Charts have been promptly and liberally provided, and the classification of pupils has in most cases been faithfully carried out. Most of the Teachers and Scholars have realized the advantage of this, while I am sorry to believe that few reap it, owing to irregularity of attendance. There has, it is true, been steady improvement in the average, yet it amounts to only about 35 per cent. of children from 5 to 21 years of age, and to 43 per cent. of those from 5 to 16.

Were an explanation asked for this irregularity, it might be found in the lack of appreciation and consequent indifference of parents who allow neglect of school for trivial causes, in the distance of many in North York from School, in the employment of untrained and inexperienced Teachers and in their frequent change. There is machinery enough and there is raw material enough, but there is lack of skilled labour, and there are times when the machinery has too much work to do, while at other times it is racked for want of feeding.

The number of persons teaching on Provincial Certificates was 22, on Old County Board certificates 20 ; on New County Board 45—half of all in the Division. 29 have attended the Normal School.

A successful effort was made early in the year to form a Teachers' Association and Professional Library, both of which have already given impulse to self-improvement in the theory and practice of teaching.

Towards the end of 1874, circulars (of which some copies are enclosed) were sent to all the Boards of Trustees, recommending and urging the purchase or enlargement of Public School Libraries. This means of Education, as will be seen from the summary, is not in a

healthy condition. Both the number of volumes in the libraries and the numbers taken out have diminished from year to year.

I trust that what seems to me satisfactory progress during the three and a half years under the new law may prove permanent and initiatory of still greater progress, and that the Reports now submitted may in your estimation justify this hope.

COUNTY OF YORK—SOUTH.

James Hodgson, Esq.—The P. S. Inspector for South York begs leave to present his Fourth Annual Report, and to place before you, in as clear and succinct a manner as possible, the character and standing of each of the Schools in the Municipalities of which he has the oversight, by comparing which with the status of the same Schools as given in 1873, you will be able to form a correct opinion of their present standing and character; and see, at a glance, what Schools have risen to a higher grade, what Schools have maintained their standing, and *any* that have retrograded.

In 1873, the standing of the Schools was as follows :

24	Schools ranking in the highest class, No. 1 A.
30	“ “ “ second “ ...No. 1.
19	“ “ “ third “ ...No. 2.
2	“ “ “ fourth “ ...No. 3.
3	R. C. Separate Schools.....No. 1.
2	“ “ “ “Nos. 2 and 3.

Of the Public Schools of the highest grade, No. 1. A. :—

Yorkville.....	has one, containing five Teachers
Markham Village.....	“ one, “ three “
York Township.....	“ six,..... Nos. 1, 2, 3, 5, 18, 21.
Markham Township....	“ six, Nos. 5, 7, 8, 10, 11, 20.
Scarborough “ ..	“ six,..... Nos. 1, 2, 3, 5, 6, 9.
Vaughan, “ ..	“ three,..... Nos. 1, 7, 12.
Etobicoke, “ ..	“ one,.....No. 8.

Of the Schools ranked in the Second Class, styled No. 1, the various Municipalities contain as given below :—

TOWNSHIPS.	NUMBER OF SCHOOLS.	NUMBERS OF SCHOOL SECTIONS.
York	Eleven	4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17.
Markham	Eleven	1, 2, 3, 13, 16, 17, 18, 19, 22, 23.
Scarborough	Two	8, 10.
Etobicoke.....	Three	2, 6, 7,
Vaughan	Three	8, 13, 14.

Schools of the Third Class (No. 2.)

TOWNSHIPS.	NUMBER OF SCHOOLS.	NUMBERS OF SCHOOL SECTIONS.
York.....	Seven	8, 19, 20, 22, 23, 24, 25.
Markham.....	Five	6, 12, 14, 19, 21.
Scarborough.....	Two	7, 11.
Etobicoke.....	Four	1, 3, 4, 5.
Vaughan	One	2 (Union M. and V.)

Schools of the Fourth Class, No. 3.—Of this class there were only two, No. 4, Markham, and No. 4, Scarborough.

At the close of 1874, the standing of the Public Schools, as given in the Inspector's detailed report of each School, was as follows :—

32	Schools of the highest grade, styled No. 1 A.	
34	" " second " " No. 1.	
10	" " third " " No. 2.	
None	" " fourth " " No. 3.	
2	R. C. Separate Schools " No. 1.	
3	" " " " No. 2.	

Of the Schools of the *highest* grade, No. 1 A :—

NAMES OF MUNICIPALITIES.	NO. OF SCHOOLS.	NUMBERS OF SCHOOL SECTIONS.
Yorkville has.....	1	containing 5 Departments,
Markham (Village)....	1	" 3 "
York (Township).....	9	S. Sects. Nos. 1, 2, 3, 4, 5, 13, 15, 18, 21.
Markham "	10	" " 2, 6, 7, 10, 11, 13, 17, 20, 21.
Scarborough "	6	" " 1, 2, 3, 5, 6, 9.
Etobicoke	0	
Vaughan.....	5	U. S. S. Markham No. 1 ; S.S. 7, 12, 13, 14.

Public Schools of Second grade, No. 1 :—

	SCHOOLS.	
York has.....	10	in S.S. Nos. 7, 9, 11, 12, 14, 16, 17, 19, 22, 25.
Markham.....	11	" " 1, 3, 4, 5, 8, 12, 14, 16, 19, 22, 23.
Scarborough.....	4	" " 7, 8, 10, 11.
Etobicoke.....	6	" " 1, 2, 3, 6, 7, 8.
Vaughan.....	3	" 2 (Union M. & V.), 8, 4, (Union M.)

Schools of the Third grade, No. 2 :—

	SCHOOLS.	
York.....	5	Nos. 6, 8, 10, 20, 23.
Markham.....	1	No. 18.
Scarborough.....	1	No. 4.
Etobicoke	3	Nos. 4, 5, 10.

A careful comparison of the above data with the data of 1873 will show that a large number of the Schools have maintained their standing well ; whilst in York, the Schools in Sections 4, 13 and 15 have risen during the year to the highest grade—in Markham, five Schools have done the same, Nos. 2, 6, 13, 17 and 21—in Vaughan also, two Schools, Nos. 13 and 14. In Etobicoke, one School, No. 8, has fallen from *No. 1 A.* to *No. 1* through a change of Teachers ; and in Markham, No. 8 has fallen into the Second grade, on account of the attendance being too large for any Teacher to keep up to a high state of efficiency, although employing monitors. The Trustees have now employed an assistant.

It will also be seen that several other Schools have risen from a lower to a higher grade ; for instance, S. S. No. 21 Markham, has risen from *Third* grade to the *First*, and No. 7 Scarborough from the *Third* to the *Second*, falling only a little below what was required for the *First*. In both cases the advancement is attributable to more efficient teaching.

Before closing this part of my Report, I may be allowed to call attention to a table published some time ago in the daily *Globe*, showing the average percentage in Arithmetic obtained in December last by the candidates for the various High Schools and Collegiate Institutes in the Province of Ontario. In that table Weston and St. Mary's were at the head of the list, each having obtained 69 per cent. and Markham 54 per cent., whilst out of 103 Schools only 27 obtained 50 per cent. in Arithmetic, and 76 failed to do so. In the above extract it will be seen that the Candidates at Weston stood higher in Arithmetic than those at Markham ; in justice, however, it is necessary to state that the Candidates at Markham obtained, on the *whole* of the papers, more marks than those of Weston. They were, however, all passed by the Central Committee.

School Accommodation.

York.—One brick School-house was erected and *two* enlarged during the year.

Scarborough.—No change in this Township. The School accommodation is excellent, except in one section, and that will no doubt soon be remedied.

Markham.—Two new School-houses have been erected during the year.

Etobicoke.—Four School-houses (3 of brick and 1 frame) have been built, and furnished with the most improved desks, &c.

Vaughan.—The brick School house at Woodbridge has been enlarged, and a new one is to be erected in No. 14 during the current year.

Yorkville.—A large addition to the Public School in this village has been made, containing accommodation for two departments.

Average Attendance.—York is now first in average attendance, reaching the number of 1,127; Markham, 960; Scarborough, 624; and Etobicoke 318.

The Government grant per pupil was in York, \$1.13 $\frac{9}{100}$; in Markham, \$1.03 $\frac{46}{100}$; in Scarborough, \$1.09 $\frac{13}{100}$; and in Etobicoke, \$1.34 $\frac{28}{100}$.

Assistant Teachers.—All the Schools in South York whose daily average was more than 50, with one or two exceptions employed assistant teachers, some during a part and others during the whole of the year. In each case the Inspector recommended them to be engaged *conditionally*, with the understanding that they might be discontinued, or otherwise, as the circumstances of the School might require. He is much pleased to find that for the current year several Boards of Trustees have employed an assistant for the entire year, being fully convinced of the advantages of so doing, not only in greater efficiency in teaching power, but also in a larger attendance.

Change of Teachers.—During the past year, as usual, a number of changes were made—in some instances with advantage, in others with detriment. Several very efficient Teachers have left the district for other Schools, induced thereto by a very powerful incentive—a higher salary.

A liberal compensation, as a rule, not only secures a more *efficient* Teacher, but also greater *permanency*, thus avoiding, to some extent, those changes so frequently detrimental to the success and prosperity of many of our Public Schools. In conclusion, the Public School Inspector for South York cannot close his Report without expressing the great pleasure and satisfaction that he has experienced from the kind and cordial co-operation of the Teachers, the Trustees, and all others concerned in endeavouring to advance the interests of Public School Education in this Division of the County of York.

COUNTY OF SIMCOE—NORTH.

James C. Morgan, Esq., M.A.—With respect to the Schools under my jurisdiction, I have the honour to report that, as far as can be gathered from returns now in—many have not yet been received, or have been received in so incorrect a state as to necessitate their being returned to the Trustees—the improvement in such matters as do not specially come under my control, is but slight. I refer to the greatest evil which at present retards the progress of our Schools, the small salaries paid our Teachers, and the constant change which this produces. As a matter of fact, over eighty Teachers have within the past year changed Schools. Under such an arrangement it is impossible to make such improvements in Teaching capacity as might otherwise be obtained. In fact, an inspection of a School only twice a year does but little good. Actuated by this belief, I have, within the past year, visited nearly every School three times (except those in the Muskoka district), and several of them four times, examining about two-thirds of the School at each visit. In my return I have, therefore, entered only two full visits instead of three partial ones. The uncertainty of the time of these visits, two of which, of course, came in the same half year, kept up the attention and interest of the Teachers. If possible, I shall continue this practice, having found much good result from it; but as it entails a considerable amount of additional expense, and as it gives much more labour, and takes a much longer time, I may not be able to continue it, more especially as, in order to accomplish it during the current year, I have had partially to neglect my returns to your Department—a state of things, however, due principally to the fact that these returns are not sent to me until the roads are sufficiently clear to admit of my going through the country. Some regulation for compelling the prompt return and correct filling of these returns is much needed.

One more matter I have the honour to bring before your Department—the question of

TOWNSHIP BOARDS.

I believe that the unanimous feeling is now (among educated men and those who take a real interest in the welfare of our Schools) in their favour, but I do not believe that they will be generally accepted, unless the Legislature steps in, as it did, acting under your wise suggestion, in the matter of Free Schools, and makes them compulsory. The Trustees of the Schools are most tenacious of *their* authority, and being generally the most important people in the Section, they *create* a public opinion by careful misrepresentation, the chief arguments used against these Boards being “centralization” and “expense,” the latter argument being, of course, utterly fallacious. I am strongly of opinion, and so are many other Inspectors with whom I have spoken, that if you were to issue a pamphlet on the subject, written with the logical clearness which distinguishes your Reports to the Legislature, such pamphlets being sent to the Inspectors for distribution, they would do more than anything else towards obtaining these Township Boards. I, myself, purpose canvassing two Townships on this subject immediately after the vacation, and I believe I shall meet with some degree of success. In conclusion, I have to acknowledge with thanks the generous grants to the Muskoka District. No Schools under my jurisdiction need aid so much, none make so good a use of it. I earnestly trust that so generous a support may not be withdrawn, but that their petition may again this year be met in the same large-hearted spirit as has hitherto marked all your dealings with this very poor, but (in the cause of Education) this most earnest and rapidly improving District.

COUNTY OF HALTON.

Robert Little, Esq.—1. The inspectorate of the County of Halton comprises the following municipalities, viz.: The incorporated villages of Acton, Burlington and Georgetown; the towns of Oakville and Milton; and the townships of Esquesing, Nassagaweya, Nelson and Trafalgar. The total value of property in this inspectorate, assessed for Public School purposes during 1874, amounted to \$5,905,374, or less by \$49,528 than in 1873. The total receipts from all sources amounted to \$51,832 72½ (decrease, \$2,915,50), and the total expenditure to \$48,109 27½ (decrease, \$2,598,06). The disbursements are as follows:—(a) Teachers' salaries, \$26,473,55 (increase, \$1,832,04); (b) rent and repairs of School-houses, and fencing of School grounds, \$2,567 (decrease, \$824,26); (c) invested in purchase of School sites, and building School-houses, \$13,749,24 (decrease, \$4,814,75½); (d) purchase of libraries, maps, apparatus, and prize-books, \$586,00½ (increase, \$80,20½); (e) collectors' fees, fuel, and incidental expenses, \$4,658,25 (increase, \$1,051,46). The estimated value of School property is \$110,690 (increase, \$27,637, or fully 33 per cent.), being nearly one fifty-third part of the value of the property assessed in the County for Public School purposes, and averaging \$1,942 (increase, \$490) for each civic and rural section. The estimated value of School property is, in Nelson, including the village of Burlington, \$26,727 (increase, \$8,222); Trafalgar, \$20,810 (increase, \$6,380); Esquesing, including the villages of Acton and Georgetown, \$40,820 (increase, \$16,115); Nassagaweya, \$10,018 (increase, \$3,348); Milton, \$4,815 (increase, \$1,315); Oakville, \$7,500 (increase, \$4,900). The value of the desks and furniture in our Schools is \$9,585 (increase, \$2,149).

2. The whole number of civic and rural sections in the County—a Union School Section being counted as one section—is fifty-seven. Of these, *five* are civic sections, viz.: Acton, Burlington, Georgetown, Oakville and Milton; and *fifty-two* are rural sections, of which *nine* are in Nassagaweya, *eleven* in Nelson, *fifteen* in Esquesing, and *seventeen* in Trafalgar. It gives me pleasure to report that *all the School sites in the County* are “adequate,” i. e., are at least half an acre in extent. In Burlington there are two sites, each an acre in extent. The Acton School site is an acre; Georgetown, three-fifths; Oakville, three-fourths; and Milton, four-fifths of an acre. In Nelson, five sites are an acre each; five, half an acre each; and one is three-fifths of an acre. In Trafalgar there are three sites of an acre; two of three-fourths of an acre; and twelve of half an acre. In Esquesing one site is an acre and three-fourths in extent (the largest School site in the County); four are an acre each; one is three-fifths

of an acre ; one, two-fifths ; and eight are half an acre each. In Nassagaweya, two sites are an acre each ; and seven, half an acre each.

Fifty-one out of the fifty-eight sites are enclosed (increase, seven) ; five are partly fenced in, and two (one of them a new site) are unenclosed. In *fifty-four* sections, external conveniences for the pupils are supplied, leaving one section in Nassagaweya, one in Esquesing, and one in Trafalgar still in want of suitable out-door accommodations. *Forty-six* sections are supplied with School wells.

3. In the fifty-seven sections, there are fifty-eight School-houses. Of these, twenty-two are brick, twelve stone, six concrete, and eighteen frame. All are freehold but one. *Six* new School houses were erected during 1874. In Burlington, a handsome brick building for two departments. To further the erection of this second Burlington Public School, John Waldie, Esq., made the liberal donation of \$400. In No. 5, Nassagaweya, a fine stone School-house for two departments. One in No. 1, and one in No. 4, Esquesing, both frame. One in No. 4 and one in No. 6, Trafalgar, the former frame, and the latter brick. In addition to these, the Normal School (No. 7, Esquesing) was enlarged for an additional department, and the Oakville High and Public School was enlarged so as to accommodate two High School and four Public School departments. Since the passing of the School Law Improvement Act of 1871, twenty-one new School-houses have been built, viz. : six in Nelson, seven in Esquesing, six in Trafalgar, and two in Nassagaweya ; and four have been enlarged, viz., in Acton, Milton, Norval and Oakville.

The number of departments, in separate rooms, in operation throughout the year, was seventy-eight (increase, two).

4. The total number of pupils of all ages enrolled during the year was 6,116 (decrease, 241) ; boys, 3,249 ; girls, 2,867. The number of pupils enrolled under five years, four ; between five and ten years, 3,181 ; between ten and sixteen years, 2,607 ; between sixteen and twenty-one years, 324. The number of children between seven and twelve years of age not attending any School, 234 (increase, forty-eight). As Trustees are now required to ascertain, before the thirty-first day of December in every year, the names, ages and residences of all the children of School age in their School Section, distinguishing those children between the ages of seven and twelve years inclusive, who have not attended any School for four months of the year, more reliable statistics in regard to the School population, and to the number of children not attending any School, may be looked for in future reports than have heretofore been obtained from Trustees' "estimates." Present statistics, however, show that last year *one in twenty-five of the children of School age never crossed the threshold of a School*. Facts have come to my knowledge proving that there are children in this County who have not attended a School for years. It is greatly to be regretted that some parents should require to be compelled to educate their children, but the fact is undeniable ; and it is to be hoped that Trustees, whose duty it is, will judiciously enforce that salutary provision of the School Law known as the compulsory clause, until every child in the County enjoys his right—the right of being educated.

The attendance of the 6,116 enrolled pupils was as follows :—(a) Less than twenty days, 604 (or, avoiding fractions, 10 per cent.) ; (b) between twenty and fifty days, 1,169 (or 19 per cent.) ; (c) between 51 and 100 days, 1,591 (or 26 per cent.) ; (d) between 101 and 150 days, 1,430 (or 23 per cent.) ; (e) between 151 and 200 days, 1,167 (or 19 per cent.) ; (f) between 201 days and the whole year, 155 (or 3 per cent.). This shows an improvement of 9 per cent. in classes (a) and (b) ; a falling off of 3 per cent. in class (c) ; an increase of 1 per cent. in class (d) ; and of 3 per cent. in class (e) ; and that class (f) is stationary. Although there are thus shown to be slight signs of improvement in attendance, there is still a lamentable amount of irregularity. On an average, three sections are required to supply eight pupils that attend School all the year round. The almost universal testimony of the Teachers is that irregular attendance is one of the greatest obstacles to the progress of their Schools.

The daily average attendance for the first half-year was 2,902.94, (increase, 93.75) ; for the second half-year, 2,510.11 (increase, 206.89) ; for the year, 2,760.02, or about 43½ per cent. of the number enrolled. The daily average attendance for the first half-year gives 51.15 pupils for each civic and rural School, and for the second half year, 44.04.

5. The classification of the 6,116 enrolled pupils may be thus tabled :—

I. Class.	II. Class.	III. Class.	IV. Class.	V. Class.
3,349	1,326	880	529	32

6. The following table shows the number of pupils engaged in the study of the subjects prescribed for the first four classes, and the number not complying with the programme in 1874, compared with the number not complying in 1873:—

Subjects of Study.	No. for whom prescribed.	No. not complying with Programme.	
		In 1873.	In 1874.
1. Reading.....	6,116	—	—
2. Spelling.....	“	759	265
3. Writing.....	“	1,019	517
4. Arithmetic.....	“	1,106	734
5. Geography.....	“	2,094	377
6. Linear Drawing.....	“	4,066	2,610
7. Vocal Music.....	“	5,471	4,560
8.a Grammar.....	2,735	343	69
9. Composition.....	“	576	243
10. Chemistry and Botany.....	529	230	214
11. Canadian and English History.....	“	148	32
12. Natural History.....	“	358	139
13. Christian Morals.....	“	202	414

The above table shows, in nearly every subject, a marked and gratifying improvement over 1873.

All our Schools, last year, but three, were opened and closed with prayer. In forty-four Schools the Ten Commandments were taught weekly, and in one School religious instruction was given by a minister.

7. The whole number of Teachers employed at the close of the year was seventy-nine (increase, five), of whom thirty-seven were male Teachers, and forty-two were female Teachers. In addition to these Teachers, two monitors were employed during a portion of the second half-year. Three Teachers held first-class Provincial certificates; twenty-three, second-class Provincial; five, first-class Old Standard; forty-five, third-class New Standard; and two held Interim certificates. The highest salary paid to a male Teacher was \$600, viz., in Georgetown. Lowest salary paid to a male Teacher, \$347. Average salary of male Teachers by Townships, including the incorporated villages, \$425 73 (increase, \$20 69). Average salary of female Teachers by Townships, \$281 95 (increase, \$17 65).

8. The number of Public School libraries in the County is twenty-six (increase, one), containing 4,086 volumes. Thirty-one sections are still unsupplied with these important auxiliaries in the work of education. The estimated value of the Public School libraries is \$2,734. The largest and most valuable Public School library is at Acton. It contains about 1,200 volumes, valued at nearly \$1,000. *The Board of Trustees maintain and foster the interest in the library by the yearly addition of \$100 worth of books.* The value of the library as an educational instrument is shown by the fact that during 1874 more than 2,800 volumes were taken out by the pupils and ratepayers.

The whole number of maps in the Schools is 677, or nearly a dozen for each School. Value of maps \$2,763 (increase, \$836). All our Schools are supplied with maps and blackboards. Thirty-seven Schools have globes; twenty-seven, apparatus; eleven have clocks; thirty-nine have object and tablet lessons (increase, thirteen). In three Schools, museums have been commenced, the best being at Broute; and three have magic lanterns, microscopes, or other scientific amusements for the pupils.

9. During the year I visited every School in the County twice, and a few three times. The average length of each regular official visit was four hours and twenty minutes. As in former years, I examined every class, from the highest to the lowest. In every School but two I obtained specimens of *Writing* from the senior division of the I. class, as well as from the II., III., IV. and V. classes. Specimens of *Composition* were entered in my “Book of Records,” by pupils of the II., III., IV. and V. classes. From these classes I also took specimens of *Spelling* at my second visit, and, when possible, specimens of *Drawing* at each visit. The volumes containing these specimens of the pupils’ work, and a detailed report of the state of every School at each visit, have already been submitted to your examination.

The basis upon which I assigned the numbers prescribed by the department to be used.

in marking the proficiency of the classes in the various subjects of study in which they were examined, was the following :—(a) Under 30 per cent. of the work given, five ; (b) between 30 and 50 per cent., four ; (c) between 50 and 70 per cent., three ; (d) between 70 and 90 per cent., two ; and between 90 and 100 per cent., one. In my "Detailed Report" the percentage of marks obtained by each class has been entered opposite the standard mark.

COUNTY OF BRANT.

M. J. Kelly, Esq., M.D.—I have the honour to submit for your consideration the following Report of the Public Schools of the County of Brant for the year ending 31st of December, 1874. I may state at the outset that the Schools of the County, as a whole, have made satisfactory progress during the year. Every School was twice visited by me, as the law requires—some oftener. The number of visits and School Lectures will be found detailed further on. In the Appendix accompanying the Report I have tabulated, for convenient reference, the most important facts connected with our Public Schools, and to these tables I respectfully direct your attention. In my Report for the year 1873, I was able to say that "our Schools are steadily improving. The primary branches of learning are better taught now than formerly. A sensible improvement has taken place in the methods of teaching Reading, Spelling and Writing. In Arithmetic, English Grammar, Geography, &c., there has been satisfactory progress." In order to show that our Schools are still progressing favourably, a comparison may be instituted between the results of 1873 and 1874, as shown in the subjoined table :—

	No. in Arithmetic.	No. in Geography.	No. in English Grammar.	No. in Composition.	No. in Botany & Chemistry.	Modern History.	Ancient History.	Human Physiology.	English Literature.	Natural Philosophy.	Algebra.	Geometry.	Mensuration.
1873.....	3,602	4,484	2,478	1,875	296	1,588	164	362	—	30	149	32	117
1874.....	3,972	5,038	3,014	1,892	162	1,949	122	358	72	72	251	52	228
Excess in 1874.	370	554	536	17	deficit 134	361	deficit 42	deficit 4	72	42	102	20	111

From the comparison it will be seen that there has been a most gratifying increase in the number of pupils engaged in the study of all the most important subjects embraced in the Public School Programme. But not only has a greater number of pupils than in the previous year entered upon the study of the more advanced branches, but the methods of instruction have much improved and are still improving. Our Teachers, and, I believe, Teachers generally, are beginning to realize that Education is an art as well as a science. The County Institute, established in 1872, and so well patronized by most of our best Teachers (both Public and High School), must be credited with a great deal of this improvement. The meetings are held quarterly, and the time is spent, not in profitless disputations, but in profitable work. The best modes of teaching the several subjects prescribed in the Public School Programme are illustrated by competent practical instructors, and are intelligently discussed by the members of the Institute.

The great aim of modern educationalists is to make the paths of knowledge pleasant to the young, and to this end to combine, as far as possible, the analytic and the synthetic processes in the acquisition of it. In the education of the young we have to begin by exciting their interest ; if we succeed in this, the rest is not difficult. That there is no royal road to knowledge has been so often said that it has grown into a proverb ; yet all knowledge is in itself attractive. When it loses its fascination, the fault must be in the mode of its communication. Can anything be more preposterous than that the minds

of the young should be burdened and wearied at the outset by that which should be the delight, if ever it is to be the nourishment of their being? The order of nature is always to be observed, and no Teacher can afford to scorn the lesson which it offers. The phases in a salutary educational gradation are these: We have to start by enchaining the attention, by engaging the sympathies. Then we store and fructify the intellect—then we cultivate it—then we give it discipline. Finally, we mingle and mould all we have been doing and bestowing into a training of the whole individual. As the supreme work of education is to arm and aid the human being in his march to perfection, there should be ethical teaching, to some extent, even in our Public Schools, and provision is made for this in the official programme of studies. Man's whole life, it has often been observed, is an education. The instruction, the discipline, the culture which the youth receives at the Public School are parts only, and not even the principal parts, of an educational process which extends from the cradle to the grave. Every individual is, in the main, his own destiny; his fate is determined by his character. Next in influence are the circumstances by which he is surrounded; next to these, the principles which his parents or others implant in his heart and conscience. Education, as the very word implies, is a drawing forth, a development of innate faculties. To implant, or try to implant, principles, without regard to the conquering contact of immediate and perennial circumstances, or to create the most favourable circumstances, yet overlook the distinctive individuality of him we are striving to educate, is to violate the cardinal and luminous law of all true education. If herein the parent frequently errs, the Teacher errs more seriously and frequently still.

By education many parents understand only a sort of painful and perpetual compression, and there were not a few Teachers formerly, and there are some still, who join to this compression of the home an oppressive and suppressive force of their own; trusting more to the influence of fear than to diviner instrumentalities. The importance of the principles here set down, it is among other things the province of Teachers' Institutes to exemplify.

School Finances.—The number of School Sections in the County is 74, number of Schools 63, the whole assessed value of property \$6,259,524; the amount apportioned the Schools from the Government grant during the year was \$2,789, from the municipal grant \$2,819. Of these two grants the whole of the former was paid before the close of the year. The grand total amount received from all sources during the year by trustees was \$40,127,35. The proportion of this raised by local tax on property was \$26,422,55. Grand total amount paid out during the year was \$36,374,14, and of this \$20,940,59 was paid Teachers. Balance in the hands of trustees at the close of the year was \$3,723,95½, being \$256,33½ in excess of the balance on hand at the end of 1873.

School Accommodation, Grounds, &c.—Five new School-houses of a superior kind were finished during the year—one in Onondaga, one in South Dumfries, two in Brantford Township and one in Burford. The School-house erected in No. 22 Burford, near Kelvin, is of concrete, the remainder are brick. During the present year it is expected that new houses will be erected in the following sections: No. 5 Onondaga, Nos. 1 and 12 Brantford, Nos. 7 and 27 South Dumfries, and Nos. 1 and 20 Burford. The estimated cost of the building to be erected in No. 12 Brantford is \$2,500. Of all the School-houses in the County 38 are adequate, 23 inadequate; of the School sites, 39 are adequate, 22 inadequate. A good deal was done during 1874 to improve the grounds. In School Section No. 16 Burford, one of the trustees planted trees at his own expense.

Public School Libraries, Museums, &c.—I am glad to be able to report considerable improvement in the matter of School libraries. In the early part of the year Gavin Fleming, Esq., M.P., of Glenmorris, who has manifested great interest in the welfare of our Public Schools since I have known him, informed me that he would give, for the purpose of establishing School libraries, \$10. to every School Section in the North Riding of the County where the trustees were willing to contribute as much or more for the same purpose. Since I made it public, a number of Sections have availed themselves of Mr. Fleming's liberal and intelligent offer, among which the following may be enumerated: Nos. 2 and 6 Onondaga, Nos. 8, 13, 16 and 18 Township of Brantford. During the present year I have no doubt many more Sections will take advantage of Mr. Fleming's offer. A library has been established in School Section No. 9 Brantford, and considerable

additions have been made to that in No. 5, in the same Township. The number of School libraries reported at the end of the year was 18, number of volumes 1,894; as against 14, number in 1873, and 1,419 vols. The total value of the School property as reported is \$75,999, an increase of more than \$10,000 over the previous year.

In addition to Public School libraries, there are reported 49 Sunday School libraries, containing in all 7,768 volumes.

Teachers' Certificates, Salaries, Examinations, Maps, Apparatus, &c.—Of the sixty-eight Schools in the County, sixty-seven were occupied at the close of the year by duly certificated Teachers; only one had an "interim" certificate. Six had first-class Provincial certificates, distributed as follows: In Onondaga Township, two; in South Dumfries, one; in Brantford Township, three. Twelve held second-class Provincial certificates: in South Dumfries, six; in Brantford Township, three; in Burford, three. Holding first-class, old County Board, thirteen; third class under the new Board, thirty-six. Twenty-four of the Teachers of the County had been trained in the Normal School.

Salaries.—The salaries of Teachers have increased considerably since last year. The following tables exhibit this fact:—

	Oakland.	Onondaga.	S. Dumfries.	Burford.	Brantford.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Highest salary paid Male Teacher, 1873...	400 00	400 00	500 00	454 00	475 00
" " Female " " "	300 00	300 00	350 00	350 00	300 00
Lowest salary paid Male Teacher, 1873...	360 00	360 00	340 00	340 00	350 00
" " Female " " "	—	240 00	110 00	168 00	144 00
Average salaries, Male Teachers, 1873 ..	380 00	386 66	407 00	377 30	406 00
" " Female " " "	264 00	270 00	203 00	242 71	244 53
Highest salary paid Male Teacher, 1874 ..	450 00	400 00	500 00	466 00	500 00
" " Female " " "	282 00	350 00	250 00	350 00	300 00
Average salaries paid Male Teachers, 1874.	387 50	386 66	424 50	391 18	438 12
" " Female " " "	282 00	278 00	203 75	248 57	260 16

The highest salary paid to any Teacher of a rural School in this County the present year is \$550, and he was offered a position of \$600 elsewhere shortly after he entered on his duties here.

Teachers' Examinations.—Only one examination of Teachers was held during 1874—commencing on the 20th of July. Seven candidates applied to be examined for Second Class Certificates, and one succeeded, to whom was given a Second Class Grade "B." Of the others, three were awarded Third Class Certificates for brief periods. Twenty-one candidates applied to be examined for Third Class Certificates, and of these nine passed the examination successfully. At the conclusion of the meeting the Rev. John Wood, who had been the Secretary-Treasurer of the County Board of Examiners during the previous ten years, resigned his position, having resolved to take up his residence in Toronto.

Maps, Apparatus, &c.—The whole number of Maps in the County was 630, distributed as follows:—Oakland, 28; Onondaga, 51; South Dumfries, 146; Brantford, 214; Burford, 191. The number of Schools provided with Globes is 37; with Tablets, 47; with Clocks, 15. Much was done during the year to increase and improve the equipment of the Schools, but there is still room for improvement in this particular.

School Visits and Lectures.—The number of visits made and lectures delivered in 1874 may be thus tabulated:—

	By Inspec- tor.	By Clergy- men.	Municipal Councillors and Magis- trates.	Judges.	Trustees.	Others.	Total.
School Visits...	133	72	29	—	274	548	1,056
School Lectures	42	—	—	—	—	2	44

Miscellaneous.—The total number of enrolled pupils in the County was 5,038, of whom 2,058 were in the First Class, 756 in the Second, 770 in the Third Class, 775 in the Fourth, 529 in the Fifth, and 170 in the Sixth or highest. The aggregate attendance for the first half year was 265,397—the average, 2,230 ; 195,721 was the aggregate for the second half year—the average daily attendance, 1,957. Of the 5,038 pupils attending School, 4,704 were between the ages of 5 and 16 years, 312 between 16 and 21, and 22 under the age of 5.

TOWN OF BRANTFORD.

The total amount of money expended in support of the Schools of the Town during the year was \$10,252,69, of which \$6,040,14 was paid as salaries to Teachers, and \$360 25 for a Library, Prizes, &c. The amount received from all sources was \$10,902,23. Of this, the Government Grant constituted \$1,036, and the Municipal Grant \$8,500. The whole number of pupils enrolled during the year was 2,005—boys, 1,053, girls, 952. The attendance was generally regular. All the pupils were engaged in vocal music, 1,750 in linear drawing, in composition 951, in chemistry 160, in history 311, in natural history 311, in physiology 311, in English literature 64, in natural philosophy 172, in algebra 172, in mensuration 172, in geometry 86, in book-keeping 71, in drill 340. The number of Teachers employed was 20, and of these 6 had been trained in the Provincial Normal School. The highest salary paid a male Teacher was \$1,000, lowest \$500—average \$684. Highest salary paid a female teacher was \$375 (since raised to \$450), the lowest \$180—average \$249,50. 221 visits were recorded during the year, as follows : by the Inspector, 76 ; by clergymen, 38 ; by judges, 5 ; by municipal councillors, &c., 7 ; by justices, 51 ; by others, 44. A School Library was purchased at the Department before the summer holidays. It consists of 686 volumes, and of these 2,000 have been taken out. There is a Mechanics' Institute Library with 1,800 volumes. Two other public libraries exist, with about 600 volumes. There are 15 Sunday School Libraries, containing 6,000 volumes. Total number of libraries 19, of volumes 9,086. A Ladies' College is now established here, under the auspices of the Presbyterian body, and has about 100 young ladies in attendance. The building and grounds are spacious, and admirably adapted for the purposes intended. A new High School has been erected, and the number of regularly entered pupils now in attendance is over 125. In conclusion, I may say that all our Schools are prospering and progressing favourably.

COUNTY OF LINCOLN.

John B. Somerset, Esq.—I have the honour to submit the following remarks suggested by the statistical reports of the Schools of the County for 1874, just completed.

One of the most reliable tests of the earnestness of a community in any cause is perhaps their willingness to contribute or tax themselves freely for its support. In view of this, the County of Lincoln presents a very satisfactory exhibit during the last four years, during which its receipts and expenditure for School purposes have increased nearly fifty per cent. This rapid increase in an old and long-settled county indicates, beside the satisfactory improvement of public interest in the cause of education, that great need for such improvement must have previously existed. In 1871 the most notable characteristic of very many rural Boards of Trustees was their economy—economy that often degenerated into penuriousness. The number who now, in administering their School affairs, make cheapness their sole aim, is but small and is yearly diminishing. The close supervision exercised by the ratepayers over their Trustees' expenditure is an effectual barrier against extravagance ; so that the very material increase above referred to may fairly be attributed to a general advancement of public sentiment in favour of efficiency in the conduct of our Public Schools in preference to cheapness. This is evinced by the almost universal desire now to secure Teachers of experience and capability—a desire that it is difficult to satisfy on account of their scarcity, owing to their being in equal demand in other parts of the Province.

The classification of the Teachers of this County shows but 4 first-class Provincial certificates, 11 second-class, and but 11 Normal-trained Teachers ; and yet I presume we have an average number. From this it is clear that the resources of the country for supplying the

demand for trained Teachers, which the gradual enlightenment of the people as to the necessities of their Schools is certain to create, are totally inadequate. In view of this, the early establishment of the two additional Normal Schools contemplated by the Government will be hailed as the addition of a most important link to our educational system. In the meantime, I am conscious that it is the part of the School Inspector to do all that in him lies to supply the lack of training in the young Teacher. From the shortness and rarity of his visits to each School, the good he can thus accomplish must be but limited; yet every year's experience proves how effectually the system of instruction in a district may be leavened by the silent influence of the peripatetic visitor. All true Teachers are quick to discern points in others worthy of imitation, and beginners, as a rule, are ready to adopt every hint given by any one whose experience makes him an authority. Many Teachers of this County, beginners only a few years ago, have, by faithful effort, raised themselves to the status of efficient educators, and their influence has been, and is a most valuable aid in discriminating the true principles of teaching; so that at the present time the all but universal aim of the profession in the County, in spite of a general lack of regular training, is after practical, intellectual teaching, instead of the lifeless, mechanical process that formerly prevailed.

With regard to the attendance of pupils, I regret that my Report presents a picture but little brighter than in former years; indeed, this proves itself one of the most serious and obstinate difficulties to be contended against in connection with our Schools. Of the 5,599 pupils entered on the registers of the County for 1874, there was an average attendance of 2,256 during the first, and 1,971 during the second half-year, and in no Township was the average as high as 50 per cent. of the number enrolled.

Another and still less favourable aspect of the case is presented by a glance at the columns showing the number of days' attendance of each pupil, which shows 640 pupils to have given the useless attendance of less than 21 days, and 1,866 less than 51 days. In rural districts there are but few families who entirely neglect sending their children to School, but many flatter themselves that their children have the benefit of schooling, who are only deceiving themselves and depriving them of the benefits of education; for the few days' attendance during the year that they give, composed, too, of broken periods, is of no practical use to them whatever.

The number of children between 7 and 12 years of age, reported as not attending any School, 120, is probably less than the actual number, several sections not having yet reported. A considerable number of these, however, show good cause of absence, and in all cases of real neglect, public opinion has so advanced that Trustees have little hesitation in giving the required notice as to the consequence of continued indifference.

In the classification of pupils and adhesion to the programme, three great difficulties are encountered, viz., the insufficiency of qualification of third-class Teachers to teach every subject required for the second and third classes, the irregular attendance of pupils, and the frequent changes of Teachers. While every subject enumerated in the programme is of importance and its study feasible in a well-attended, graded School, the faithful adoption of the whole course by every pupil of a rural School is impossible, without serious neglect of those subjects that form the ground-work of a plain education. There are large numbers of half-grown pupils who attend only during the winter months at each School; to take up the whole prescribed course in the case of such would plainly be to fritter away their time without any practical benefit to them; indeed, the number, even of the more permanent pupils, whose attendance is sufficiently regular to enable them to take the whole course advantageously, is but limited. The large proportion of our Teachers, too, who are but beginners, and their frequent changes of situation, must necessitate for some time to come the direction of our main efforts to the efficient teaching of Reading, Writing, Arithmetic and English Grammar. The examination of the papers of candidates for admission to the High Schools is conclusive evidence that devotion to the three R's has not yet been practised to excess in the Public Schools, or at the expense of other subjects of study; on the contrary there was a ludicrous deficiency in knowledge of the merest elements of orthography and composition, in the candidates who first appeared under the new Regulations; and while it is gratifying to note the steady improvement visible at each succeeding half-yearly examination, we should not yet, I think, relax our efforts in behalf of thoroughness in the teaching of the elementary

branches. In the case, however, of almost every Teacher of the County, I have noticed an honest, faithful endeavour to carry out the programme as far as circumstances render it practicable, and in my special Report I have judged their efforts more perhaps from their aims than from the results achieved, believing that encouragement rather than criticism is their due.

There are other subjects in the Report that call for remark, but this paper has already exceeded the length originally intended; and from the foregoing remarks may be gleaned, I think, the nature of the principal difficulties we have to contend with, the extent of our successes and discouragements, and the grounds for our future hopes in advancing more effectually the cause of Education in this County.

The method of obtaining a percentage for *Reading* may be thus stated. The number 5 was taken as the maximum mark for each pupil in a class. The highest number of marks obtainable by a class of *ten* would be 50. If, however, the class received only 30 marks, or 60 per cent. of the number obtainable, it would be entitled, according to the standard of excellence adopted, to the mark 3, or middling. The number 5 was selected in order to note, in the higher classes, the five qualities essential to good reading, viz., correct pronunciation, distinct enunciation, firm articulation, proper emphasis, and intelligent expression.

Writing was marked on a similar principle.

10. Marking pupils in Part I. of First Reading Book (*a*), those in Part II. of First Book (*b*), and those in the Second Reading Book (*c*), the following table shows the number of pupils enrolled and the number present in the different classes on days of inspection:—

First Visit.

	(a)	(b)	(c)	II. Class.	III. Class.	IV. Class.	V. Class.
Enrolled	779	559	1141	1214	787	520	21
Present	612	425	865	762	430	269	19

Total number enrolled, 5,021; total present, 3,382.

Second Visit.

	(a)	(b)	(c)	II. Class.	III. Class.	IV. Class.	V. Class.
Enrolled	1044	623	1251	1197	790	514	20
Present	532	327	727	515	286	127	3

Total number enrolled, 5,439; total present, 2,517.

11. The following table shows, in a condensed form, the standing of the classes in the subjects named in the margin. Subjects in which comparatively few Schools were examined are omitted from the table:—

Subjects.	FIRST EXAMINATION.						SECOND EXAMINATION.					
	No. of Classes Examined.			Percentage of Marks obtained.			No. of Classes Examined.			Percentage of Marks obtained.		
	II. Class.	III. Class.	IV. Class.	II. Class.	III. Class.	IV. Class.	II. Class.	III. Class.	IV. Class.	II. Class.	III. Class.	IV. Class.
Reading.	57	46	28	58	63	60	58	38	20	57	62	67
Spelling.	62	49	34	68	65	68	63	47	25	64	60	65
Writing.	61	48	34	56	62	66	63	47	25	57	63	69
Arithmetic.	43	39	32	37	45	36	59	43	23	40	42	26
Composition.	58	50	30	41	50	49	52	45	22	41	48	54

12. In bringing these remarks to a close, I wish to state what I regard as the great hindrance to the prosperity of our Schools. They are, 1st, irregular attendance of pupils; 2nd, absenteeism of pupils for lengthened periods; 3rd, the frequent change of Teachers; 4th, the employment of untrained and inexperienced third-class Teachers in Schools in which second or first-class Teachers should be engaged.

COUNTY OF NORFOLK.

J. J. Wadsworth, Esq., M.A., M.B.—In referring to the progress of education in this your native county during 1874, I shall confine myself to a very few general observations. As you will perceive from the Detailed Report and the Statistical Report, the condition of the Schools is upon the whole encouraging, although in some sections much remains to be done to meet the requirements of the law.

School Accommodation.—During 1874 four new School-houses were erected and extensive improvements were effected in the School grounds, &c., of about twenty sections. There still remain about fifteen sections where the houses are of an inferior description, although they are not so bad as to warrant my condemning them *in toto*, especially as in most of these cases the people are preparing to build new houses. There are a few sections where new houses are imperatively required, and it is probable that the want will be supplied during the summer of 1875.

Teachers.—I am happy to report that there is a very strongly marked improvement in the methods of teaching employed by our Teachers. There is a more generally diffused knowledge of the principles of education. We have had some very successful meetings of the Teachers' Association. The largest was the Institute conducted by Dr. Sangster, in April last, which was attended by most of the Teachers of the County. His admirable lectures have been productive of highly beneficial results. I should like to see such an Institute held here once every year.

Pupils.—The saddest feature of the educational prospect is the fact that out of 9179 pupils attending in 1874, *twelve hundred and two* attended less than 20 days; *two thousand one hundred and forty-five* attended between 20 and 50 days; while *one hundred and eighty-six* did not enter a School at all during the year.

It is evident that compulsory education is the grand educational problem for our legislators. The Statute declares the right of every child between 7 and 12 years of age to attend School for four months, or 17 weeks, each year. It declares it the duty of Trustees to vindicate that right. Yet in this old County—glorious old Norfolk—with good Schools, good Teachers, good roads, 3,533 pupils out of 9,385 did not attend even ten weeks during 1874. True, some of these may not have been within the specified ages of 7 and 12, but still a gross neglect of the means of education is sufficiently demonstrated.

It would be unfair, on the other hand, not to remark that over 2,000 pupils did attend School with praiseworthy regularity. Nor is there anything more gratifying to me in my visits than to observe the steady and rapid mental development of many of these pupils. From year to year I have watched their progress. Not a few have already entered upon the duties of life with every prospect of success; nor have I any doubt that they will in years to come attribute their success largely to the training which they received at School.

It is a pity that for years past one-third of the children of this County have, by the apathy of their guardians, been debarred from ever giving utterance to so happy a reflection.

It cannot be too often repeated, at the present stage of the growth of our School system, that if national necessity demands free Schools, it also demands a reasonably regular attendance thereat. No one can argue that our Schools are made free merely to give poor children a chance to obtain an education. This is a consequence, no doubt and, a very beneficial one. But the real basis on which free Schools rest is that the future welfare of the country demands that no one, be he poor or not, shall have the slightest excuse for allowing his children to grow up in ignorance.

It is my belief that one-fourth of the children of the County are not receiving any education worthy of the name, and that twenty years hence they will be regarded by their neighbours, and will regard themselves, as uneducated persons. Considering the vast ex-

penditure of money for educational purposes this is a dismal prospect. It seems either that education, like air and water, is too cheap to be properly appreciated, or else that it is not really worth as much as educationists would have us believe.

TOWN OF INGERSOLL.

The Ingersoll Public Schools comprised during the past year 10 departments. Now there are 11. The average attendance for the year was 464.

Teachers' Qualifications:—

First Class Provincial (Normal School)	2
Second " " "	3
Third, New Board	1
Third " "	2
First, Old Board	3

Course of Study.—The entire energy of the Schools is devoted to a thorough preparation of that part of the prescribed course assigned to the I. II. III. and IV. Classes, and Book-keeping. This exception is made in behalf of boys designed for business pursuits, and who may not continue at School, Public or High, long enough to accomplish the subject for the V. Class. Nineteen pupils at the last two Entrance Examinations passed, and entered the High School, which is rapidly growing in efficiency and public esteem.

Accommodation.—Three buildings have hitherto been utilized for the Public School departments, all the central School building save two rooms occupied by the High School, and two frame buildings in the northern part of the town. During 1874, three frame buildings and sites were relinquished as inadequate and unsuitable. A new site embracing 14 one-fifth acre lots was secured, and an elegant substantial structure of brick erected thereon to accommodate four departments, as well as furnishing a residence in the basement for the janitor, and rooms for the heating apparatus, and the storage of fuel.

The cost of building site, furniture, etc., \$10,000. When it is borne in mind that this outlay is in behalf of the lower departments of the Public School, the intelligence and liberality of the School Board will be appreciated.

In the central building are four departments to correspond to those in the new building, doing the work precisely, and under the same Principalship. Two feeders are thus supplied to the senior departments of the School, placed in friendly and emulative rivalry with each other.

As a rule the discipline is admirable. In this feature it is of course difficult to maintain a uniform excellence, in so many classes taught by as many different Teachers, especially when changes in the staff occur. The Scholarship is gradually improving, every inspection detecting marked progress in the style and accuracy of work and facility in its execution.

COUNTY OF OXFORD.

William Carlyle, Esq.—In presenting some general remarks in connection with my Statistical Report for 1874, I have the honour to state that nine new Houses were supplied, all, save one, of brick. During the three years that have just closed, every fifth section, on an average has been supplied with new accommodation, and during the incoming season several more buildings will be erected.

In other sections repairs were made, sites enlarged and enclosed, new ones selected, and houses moved to them, and better furniture put in.

17 sites are yet too small, all of which save a few exceptional ones will be remedied before my next Report is prepared. In some sections during the operation of the old Act, wretched sites were chosen, and brick houses built on them, or rather *in* them. The problem now is, shall the buildings be relinquished, and new sites chosen, or shall the buildings continue to do service, and the mud-holes in which they stand be fenced in.

The classification of the Schools according to their accommodation and management may be summarized as follows, covering the past three years:

1872	Excellent Schools.	1	Good.	22	Fair.	40	Poor.	28	Very Poor.	17
1873	"	"	2	"	40	"	31	"	24	"
1874	"	"	6	"	41	"	42	"	15	"

From this table, it will be seen that the number of very poor Schools has fallen from 17 in 1872, to 1 in 1874; of poor, from 28 to 17; of fair, remains about the same; of good, is about doubled while the number of excellent has risen from 1 to 6. The only very poor School left, also disappeared towards the close of the year.

There are 107 Schools in the County. 60 during these three years have risen one or more grades, 9 that stood low at the beginning of this period maintain their low status, 4 of them however have adopted measures that will effect an improvement; 11 have descended in grade. In reference to these it is no injustice to their Teachers to state that in more than half of them, the cause of descent is without excuse, but it is one that will exist so long as Trustees will run the risk of engaging Teachers of no experience, and holding the lowest grade of certificate, who succeed predecessors far above them in all the qualifications of a Teacher. Such Teachers are engaged at a lower salary in consideration of their inferior merits, and these are held responsible for not maintaining the Schools at the standard they had reached under superior and better remunerated management.

COUNTY OF WATERLOO.

Thomas Pearce, Esq.—The total receipts for School purposes from all sources amounted to, in round numbers, \$83,000—increase over the previous year of \$4,000. The total expenditure was \$72,000—increase \$5,000.

School Population, Pupils and Attendance.—The total number of children in the County between the ages of 5 and 16 years for 1874, was 11,763; decrease 248. Number whose names were entered on the School Registers, ages from 5 to 16 years, was 11,290; increase 107. Number on Registers of other ages was 217; decrease 140. Total number on Registers of all ages 11,507; decrease 33. Boys 6,330; girls 5,177. The number of children that attended School less than 50 days in the year was 3,199; decrease 340. The number that attended over 150 days 3,345; increase 56. The average attendance for first half year was 5,073; decrease 479; for second half year 4,368; decrease 451. The yearly average attendance was 41 per cent. of the whole number on the Registers, a falling off from the previous year of $3\frac{1}{2}$ per cent.

Classification.—Of the 11,507 pupils whose names were on the Registers at the close of the year, there were in First Class 6,484; Second Class 2,759; Third Class 1,398; Fourth Class 659; Fifth Class 167; Sixth Class 40. The pupils reported in Fourth, Fifth and Sixth Classes, have, with a few exceptions, been obliged to pass a thorough written examination of from 5 to 7 hours, according to the Class.

County Competitive Examination.—In my last Annual Report, I referred briefly to a uniform examination, which was held on a limited scale towards the close of 1873. That examination having had a most excellent effect upon the Schools, I made arrangements to hold a uniform County Examination, in the month of March of the past year. This examination was partly competitive, but its chief object was *uniform classification*. All Teachers wishing to report pupils in Fourth, Fifth, or Sixth Classes, were requested to send them to a central place in the Township on a day mentioned. Seven different places, throughout the County, were selected. Every School in the County (except Galt, of which I was not the Inspector) was invited to take part. Sixty-nine Schools, out of a total of 92 sent up pupils. 393 sought promotion from Third to Fourth Class, 147 from Fourth to Fifth Class; and 52 from Fifth to Sixth Class. Total 592. The same questions, which were prepared by myself, were submitted at all the examinations, and the same length of time given to write the answers. 50 per cent. of the marks were required to pass. The result was as follows:—277 passed into Fourth Class; 80 into Fifth; and 22 into Sixth. Total 379. But the pupils who were candidates for Fifth and Sixth Classes failing to score the required 50 per cent. were allowed to stand in Classes below these according to the number of marks they obtained. The ranks of the two lower Classes were in this way, increased, the Fourth by 71, and the Fifth by 23. The Classes then stood 348 in the Fourth; 103 in Fifth, and 22 in Sixth, total 473, leaving 119 to go and prepare themselves better in Third Class work. Books to the value of about \$350, were distributed among the successful pupils. I believe these examinations are attended with most beneficial influences. There is a greater interest taken in School matters. Eager expectation on the part of both parents and pupils takes the place of indifference.

A spirit of emulation is awakened among the pupils. A wholesome desire to excel is noticeable among the Teachers. Education in general and Schools, and Teachers in particular are brought more before the people, and given greater prominence than was known before. The mere text-book or rote system of teaching, where there is no appeal to the understanding, receives its death blow. As the questions are drawn up with the view of testing the reasoning powers, "cramming" proves a failure. Indeed, I question if as much good could be accomplished by any other means within our reach.

In the present year (1875), competitive examinations will be held shortly before the Easter Holidays, in nine different places simultaneously. The questions will be printed. With the exception of Reading the examination will be written throughout. Every pupil will be required to be a candidate for a class, higher than that into which he or she passed last March. Several of the Municipalities have already passed resolutions making grants of money for the purchase of prizes for distribution among the successful pupils in the same manner as last year.

Teachers.—The number of Teachers employed in the County on the 31st December, 1874, was 146; increase 5; males 88; increase 4; females 58; increase 1. 53 were assistants; increase 5. About 10 of these assistants were employed only for a part of the year. Paid monitors, not enumerated in the foregoing were employed toward the close of the year, in a few Schools.

<i>Qualifications.</i>	1874.	1873.
First Class Provincial Certificates.....	9	7
Second " " ".....	32	27
First Class County " ".....	16	21
Third " " ".....	83	76
Interim Certificates.....	4	8
Religious Orders.....	2	2
	<hr/> 146	<hr/> 141

Only 38 have ever attended the Normal School. Of these 7 did not remain there sufficiently long to obtain provincial certificates.

It will be observed from this statement that nearly two-thirds of the youth of the County are being taught by Third Class Teachers. This is much to be regretted, for so long as our Teachers are unable to take at least Second Class Certificates, we may look in vain for Fifth and Sixth Class pupils. Although I gladly bear testimony to the industry and even efficiency of many Teachers who hold Third Class Certificates, yet I must admit that very few of them are competent to teach pupils beyond the Fourth Class. They cannot teach that with which they are not themselves acquainted. I am sorry to be compelled to report that a large number of those holding Third Class Certificates are putting forth no effort whatever to qualify themselves for Second Class Certificates on the expiration of the Third. They are apparently resting in the belief that owing to the scarcity of Teachers, their Thirds will *have* to be renewed. Is a Teacher whose ambition soars no higher than a Third Class Certificate, the proper person to guide the shooting idea?

The evil of frequent change of Teachers, seems to be on the increase rather than otherwise. The number of changes during, and at the end of the year was 69; increase 13. This is a state of things much to be deprecated. Inadequate remuneration, I regard as the chief cause.

Schools, School-houses, and School Property.—Although there are but ninety-three Schools in the County, there were ninety-eight buildings occupied during the year. Of these, fifty-four are brick, nineteen stone, nineteen frame, and six log. There are five School lots less than half an acre, and six yet to be fenced in. One of these in each case is a Roman Catholic Separate School, to which the amended Act does not apply. Action on the part of the others has remained in abeyance for various reasons. There are yet forty Schools without wells, and forty-two without clocks. Three brick School-houses were erected during the year; one in New Hamburg, for four Teachers, at a cost of \$8,000; one near the village of West Montrose, for two Teachers, at a cost of \$3,000; and one in No. 19, Waterloo, at a cost of nearly \$2,000. Additions to the School-houses were built

in Wellesley Village, Flora, and No. 9, Woolwich. A fine stone School-house, for two Teachers, will be erected during the present year in Crosshill. Cost, between \$3,000 and \$4,000. Preston builds a large stone addition that will accommodate two Teachers. The aggregate value of School property in the County, exclusive of the Berlin Separate School, is estimated at \$162,530.

The average increase of salaries in rural Sections, over the previous year, was, for males, \$12 ; for females \$11. The averages of female Teachers' salaries in Wellesley and Woolwich are lower than in 1873. In the latter Township, however, females are employed only as assistants.

The highest salary paid a male Teacher in a rural Section was \$600 ; the lowest \$330. The highest salary paid a female Teacher was \$375 ; the lowest \$168.

TOWN OF GALT.

Not having been appointed Inspector of the Galt Schools until the latter part of November, I am not in a position to give an opinion as to their condition and management during the year. I may state, however, that shortly after my appointment I examined and classified the pupils as follows :—First class, 560 ; second, 228 ; third, 151 ; fourth, 43 ; fifth, 16 ; and sixth, 8. The pupils of the three higher departments were required to undergo a written examination of from five to seven hours' duration. There were twelve Teachers employed at the end of the year—three males, and nine females. The highest salary paid a male Teacher was \$1,000 ; the lowest, \$500. The highest salary paid a female Teacher was \$280 ; the lowest, \$144. The accommodation and School requirements in general are, with a few trifling exceptions, very superior.

TOWN OF BERLIN.

I am happy to be able to report that the progress made in this School during the year has been most satisfactory. The Principal's superior management, his excellent order and discipline, and his assistants' punctuality, diligence and earnestness, are deserving of the highest commendation. There were nine Teachers employed on the 31st December—four males and five females. The highest salary paid a male Teacher was \$800 ; the lowest, \$400. The highest salary paid a female Teacher was \$275 ; the lowest, \$200.

The accommodation at the Central School having become inadequate, a large room in the second story of the new engine house was fitted up for a primary division in the fall, and an additional assistant employed and put in charge. This very necessary step gave immediate relief to the overcrowded junior divisions at the Central, and also obviated the necessity of making premature promotions.

Pupils of the three higher departments of this School receive instruction in German.

VILLAGE OF WATERLOO.

In scholarship this school does not occupy the position it did some years since. One of the causes is, more of the advanced pupils take advantage of the High School than formerly. The frequent changes of Teachers in the second department have affected the School more than is generally supposed. German is taught to the pupils of the two higher divisions. The order is good, discipline most strict. The interior of the building is well and neatly kept, but the grounds do no credit to Trustees, Principal, or anybody else. Two or three attempts, in about as many years, have been made to lay out the grounds in front, on a plan that would be at once both useful and ornamental, but they all proved abortive. It is to be hoped that public opinion will step in ere long, and see that the grounds are put in keeping with a building of which any town might feel proud.

VILLAGE OF PRESTON.

For years this School has occupied a prominent position among the best Schools in this part of the country. Here are some of the reasons :—A most efficient Principal, well assisted Trustees who not only understand their duty, but do their duty ; and a people

who feel deeply interested in the welfare of their School, and proud of its success. German is taught here also. A large stone addition of two apartments, with hall between, is to be erected this year. Increased accommodation was much needed, more particularly, however, since the closing of the Roman Catholic Separate School. The building is but one story high, and when completed will form the letter H, and accommodate six Teachers. The plan is a very common one.

VILLAGE OF NEW HAMBURG.

This School did nobly during the year. In the art of teaching, I believe the late Principal has few superiors in this part of the country. I regret exceedingly his leaving this County. The German department is in excellent hands. A commodious brick School-house of four apartments and a basement, was erected during the year, but will not be ready for occupation for some months yet. The building stands on a fine elevation, which gives a very extensive view of the surrounding country. I hope this School has a bright future before it. There is good material in the village for a first-class School. The children are intelligent.

VILLAGE OF HESPELER.

I believe no School in the County suffers so much from a kind of ebb-and-flow attendance as this. The irregularity is caused by the boys and girls, of almost all sizes and ages, staying out of School or going to it, according as their assistance is required or not at the factories. Since the removal of Farr & Randall's business, this inconvenience is less felt than before. In spite of this evil, however, the School can show an excellent record. The present Principal has occupied that position for over ten years. He is a most energetic and faithful public servant. For the last two years he has had the good fortune of having the assistance of two most industrious and earnest Teachers. The accommodation is good. The Trustees take an interest in their School, and freely provide it with every requirement.

COUNTY OF WELLINGTON, NORTH.

A. D. Fordyce, Esq.—During 1874, the equalization of rates was partially attended to, and completed, but I am increasingly of the opinion, that the benefit expected from making this duty devolve on the Reeves and Inspectors is not commensurate, so far as my experience goes, with the expense incurred; and that, in general, it might be safely entrusted to the School Trustees of the Sections interested, who have very frequently, although of course extra judicially, equalized the rates to the entire satisfaction of all concerned; which, so far as I have seen, is not always so under the present system, and with no expense whatever being incurred. I shall not specially allude to the state in which I found the Schools in general, having brought before you the circumstances, I found very many in, but for the unavoidable existence of which I might have experienced less disappointment than I sometimes did; for I have not the smallest doubt that I had no fair criterion by which to judge of the average state of most Schools.

1st. I have to observe that, as occasionally happens, the County assessment in several Townships fell short of the Government Grant; but as the Municipalities concerned always get timely notice of this, I have never had any hesitation in issuing my orders for a sum equal to the Government Grant for the particular Township. In the case of the Township of Arthur, the deficiency was \$29, and I had issued my orders for \$429, before I learned that the Township Council wished to make it \$450. I, consequently, issued supplementary orders; but the report sent to you was made up earlier than allowed of this being shewn.

2nd. A few financial statements of Trustees, I could not comprehend without explanation, owing commonly to the omission of some item or items, rendering the balance as rendered, inaccurate. In almost every case by correspondence I got the requisite correction made. In one only, that of Section 7, Amaranth, was it otherwise. On sending the Trustees their own statement or copy of it, I got back a detailed account of all receipts and payments, and yet this left me as much in the dark as ever in regard to some particulars. I had not time to do otherwise than put my own interpretation on some things

of which I stood in doubt. In general there is now a very great improvement in such statements, over those of former years.

3rd. Notwithstanding the reduced attendance I frequently found in the Schools when I visited them last half year, and although (taking into account merely Rural Sections) the number of scholars enrolled in 1874 was smaller than that in 1873, still, the aggregate and average attendance was considerably larger. In 1873, the roll number of scholars was 7,950. In 1874, it was only 7,699; yet for the first half of 1874, the average attendance was 3,157, corresponding to 3,106 the previous year. The difference was even more marked the second half year, when it was 2,765, while in 1873, it had been only 2,619. I have given above the roll number for 1874, merely in the Rural Public Schools, as 7,699, but taking into account, likewise, the Separate Schools in rural Sections and in Villages, both Public and Separate Schools, the total number of enrolled pupils is found to be 9,660; boys 5,026, and girls 4,634.

4th. During the year, 110 Teachers were employed either as Principal or Assistant Teachers, in the Rural, Village, and R. C. Separate Schools, 53 male, 57 female. This leaves out of account, seven who resigned, and had their places supplied, and who, consequently are not reported. Of these 110 Teachers, two were members of a Religious Order; the legal qualifications of the others were Second Class (Provincial) nineteen; Third Class (New County Board) seventy-four; First Class (Old County Board) two; Second Class (Old County Board) two; Permits or Temporary Certificate eleven. Of these Teachers, thirty-seven were Methodists; thirty-four Presbyterian; fourteen belonged to the Church of England; thirteen were Roman Catholics; seven Baptists; three Congregationalists; one belonged to the body called "Christians," and one to the "Brethren." A rise in the average salaries of Male Teachers amounted to \$15.14, and in the case of Female to \$20, will be found in the Rural Sections. While I fully believe in the good policy as well as propriety of giving good salaries to good Teachers, I feel some doubt of its being well to give over \$300, sometimes \$350, to those who have never taught before, and who hold merely the lowest Class of Certificates. I fear that where this is given to such, and Trustees are required in addition to employ Assistants, or at least Monitors, difficulty and sense of hardship will be felt. About one half of last year's Teachers remain for 1875 in the Schools they taught in 1874; one-sixth remain in the Division, but in other Schools; and one-third have left, and their places are filled by Teachers from other Counties or by beginners, fifteen of the number having never taught before. This is one among other difficulties standing in the way, in such localities, of a perfectly satisfactory classification of the scholars. In apportioning the School Fund, allowance was made to different Schools for ninety-four days reported as employed by Teachers in visiting other Schools, or in attending Institutes held by Dr. Sangster; of these visits eight were in March; one in April; three in May; eight in June; twelve in July; three in August; four in September; ten in October; four in November, and no fewer than forty-one in December. On non-attendance of some children, a Trustee says "the Trustees notified by letter the parents and guardians of scholars not attending four months;" while another says, "I am glad to be in a position to inform you that the children with one exception have attended the time required by law. The Trustees did not think it advisable to impose the fine on the defaulting parents, on account of their extreme poverty."

5th. During 1874, after protracted preliminary and antagonistic proceedings arising out of the location of the School-house, excellent substantial buildings have been erected in central positions, in Sections 6 Minto, and 10 Peel; the former a frame building, the latter of brick, both well seated, provided with wells, and the latter completely and sufficiently enclosed. Two other frame School-houses have been built during the year; a capacious and well finished one, in Section 7 Arthur, where for years the accommodation had been of the very poorest order; the other, a smaller, but neat and convenient building with belfry and bell, in Section 10 Luther. I am glad, also, to report the erection of a new School-house, a log building in Union Section, 9 Arthur, &c., not all that could be wished, nor provided yet as it ought, but an improvement on what preceded it. The School was closed during the first half of 1874, but opened when the new School-house was ready. In several Sections, especially in Minto, the grounds have been well enclosed, and similar improvements are looked for in other quarters. The unfortunate and, so far as

I have learned, unaccounted for destruction by fire, in the month of November, of the nice new School-house, in Section 13 Minto, will cause the erection of a new building in Spring. In the meantime, an unoccupied room at Teviotdale supplies the place. A contract has been entered into for the building of a new brick School-house, in Section 4 Arthur, where besides age and inconvenience, the present building has been rendered unsuitable from the Railway running close by it. The new one is to be erected on the opposite side of the road. In several cases, I have intimated that steps must be taken before another apportionment of the School Fund is made, to improve accommodation. I regret very much when, as is sometimes decided on, this is done, after a fashion, by patching up and enlarging an old house. I cannot always prevent this, except by dissuading from it strongly. A new Section has been organized in the North-west corner of Amaranth, and School opened in it (Section 9), within this year. In the Township of Arthur, one of the three Roman Catholic Separate Schools (that in Section 3) has been given up, and accommodation will probably have to be provided for its scholars in the Public School of the Section. Another Separate School in the same Township is likely soon to follow the same course (that in Section 11), which has also been taken by the supporters of the R. C. Separate School, in Section 9 Peel, who are petitioning the Township Council to form a Section for them, and some others, out of adjacent Sections. What action will be taken in the matter, I cannot say; but this is not the only quarter of Peel where changes must soon take place; Sections 4, 6 and 7 will all probably be changed. In all of them I have hitherto delayed insisting on improvements that should be made, knowing that they must come with the incorporation of the Village of Drayton, which has now taken place. Agitation is likewise going on in Maryborough, where Sections 2, 3, and 13 are specially interested, and Section 17 is connected now with Drayton; and in the Township of Luther, the Township Council has now before it changes connected with several Sections, one of which will probably end in the separation of the Ratepayers of Luther and West Garafraxa, from the Arthur Village Union, and their establishment as a new Union Section between Luther and West Garafraxa, with School-house on the Town line. The Union School Section, 20 Maryborough, Peel, Wellesley and Mornington has now passed out of my Inspecting Division by the erection of a new School-house, and no suitable site to be had except in Mornington.

6th. The outlay for Prizes, Library, Books, &c., is pretty much the same for 1874 as 1873. I find that the Township Reports give thirty-six as distributing prizes while my special Report only gives twenty; this however may be owing to a slight difference in the question. In Section 8 West Garafraxa, the Trustees remark "When the last debenture for the cost of School-house (due a year hence) is paid, a Library will be got." I regret I cannot report more Sections coming to a similar determination.

7th. The number of Sunday Schools in Rural Sections as reported does not greatly differ from the former year's report.

VILLAGE OF MOUNT FOREST.

The School premises are good; the Teachers were active and efficient; but out of six only two were retained this season—a rise of salary having been asked, which the Board of Trustees did not judge it best to give without receiving offers on advertisement, while all would not, in the circumstances, make any offer. Prizes are not given, but in place, the Honour Roll is given in the local papers each month, and those whose names appear are entitled alone, of the scholars, to the privilege of receiving books from the School Library. I believe the plan is found to work satisfactorily. An arbitration was held during the season, on the value of additional ground for enlarging the School premises, which is really necessary. The Trustees offered \$400 for the acre appropriated—\$700 was demanded—and the result of the arbitration was an award of \$550. The Board of School Trustees, by a majority, demurred to take it on these terms. There the matter rests: it remains to be seen whether the owner will insist on the award being accepted. For your satisfaction I subjoin a condensed abstract of the monthly average attendance for the several departments. There are six rooms, each having its own Teacher and Register. All are well seated and well provided with wall blackboards. In the following abstract the month in each department with lowest average is omitted:—

For the 1st, or lowest Division (1st half year),	58 to 82,	(2nd half year)	76 to 112.
“ 2nd, or next higher	“ 43 to 58,	“	42 to 51.
“ 3rd, “ “	“ 40 to 55,	“	30 to 43.
“ 4th, “ “	“ 33 to 55,	“	30 to 37.
“ 5th, “ “	“ 36 to 49,	“	35 to 37.
“ 6th, or highest Division	“ 23 to 31,	“	21 to 24.

VILLAGE OF ARTHUR.

I regret, from ignorance of the nature of the Reports, that I have not obtained the attendance for the two departments distinctly, so that I have been compelled to report them as one, and some anomaly may be found in class attendance which I could not obviate, from error made by the Teacher, in reporting the total roll number as 161, in place of 222, and his being no longer in the situation. There has been, however, I am sure, too great an attendance in the junior division for one Teacher. Another apartment, however, could not well be got, and after this year it might be less needed (unless the village increases), as there is a movement for separation from the Section, of the ratepayers who reside in Luther and Garafraxa. This, if effected, would considerably reduce the attendance. The School has been carried on satisfactorily during the year.

VILLAGE OF HARRISTON.

I have adopted the same plan here as with Mount Forest, checking the statement given me by means of the half-yearly Reports, and giving them separately for each of the four departments, using my own figures, which did not very greatly vary from those given. I have, however, to remark that I cannot account for the attendance at each of the divisions being given for every month of the year, while, to the best of my belief, the lowest division was not in operation before the month of *May*. I have no doubt the seeming anomaly is susceptible of satisfactory explanation, and I shall make a point of ascertaining how it really is. This lowest division of the School is carried on in an apartment unconnected with the School-house, in another part of the village, there being no possibility of providing otherwise in the meantime. The next higher division is carried on in a room originally intended as a private room for the Teacher, situated between the other two rooms, and connected with both, so that it is narrow, and not very suitable for the purpose it now serves. You will observe that from the abstract average monthly attendance, given in the same way as that for Mount Forest, there are more scholars under some of the Teachers than should be to ensure real progress :—

For the 1st, or lowest Division (1st half year),	30 to 55,	(2nd half year)	44 to 52.
“ 2nd, or next higher	“ 44 to 52,	“	43 to 47.
“ 3rd, “ “	“ 47 to 61,	“	44 to 55.
“ 4th, or highest	“ 39 to 53,	“	33 to 42.

All the Teachers are retained for the present year.

VILLAGE OF CLIFFORD.

Here, as in Arthur, I had no opportunity to note the attendance under the Principal and assistant Teacher. No separate apartment; but Teachers, as in Harriston, are working faithfully.

I trust next season's Report will show more attention to the important query as to actual ascertained number whom it might be necessary to bring the compulsory clause of the law to bear on.

COUNTY OF WELLINGTON, SOUTH.

Rev. James Kilgour.—In presenting my Report for 1874, it affords me pleasure to be able to state that, notwithstanding certain deficiencies and defects that still exist in a few of the Sections, yet the progress is marked and onward.

I will arrange my observations as follows :—

Salaries.—The salaries of the Teachers are advancing, which we would hope is an index to their increased efficiency. The highest salary paid male Teachers in rural Sections is \$500, the lowest is \$200, which is the only instance under my inspection of a male Teacher being paid less than \$300. I find that the total average of salaries of male Teachers is \$400,65. In the Township of Puslinch the total average of the salaries of male Teachers is \$432,27. This is the highest average of any of the Townships under my charge.

Certificates.—With regard to the standing of the Teachers, I am enabled to report a general advancement which they are making, as instanced by the following :

There are 2 first-class certificates,
 “ “ 25 second Provincial certificates,
 “ “ 41 third New Board certificates,
 “ “ 9 first Old Board certificates,
 “ “ 1 2nd Old Board certificates,
 “ “ 2 Interim certificates.

Programme.—The Programme, with a few solitary exceptions, is strictly followed, a few of the subjects being omitted by some of the larger boys and girls, who only attend for a few months in winter.

Accommodation.—During the last two years more than a dozen handsome and commodious School-houses have been built, principally of brick, two or three of stone. So far as my detailed Report shows, there are only four Sections where it can be said that inadequate accommodation really exists. These four are as follows, viz. :

No. 8, Township of Erin,
 No. 3, Township of Guelph,
 No. 10, Township of Puslinch,
 No. 1, Township of Eramosa.

The last mentioned two are large enough to accommodate all the scholars that any one Teacher can either properly or legally manage. Additions, where assistant Teachers should be employed, are all that is required. In the two first mentioned Sections, preparations are being made for erecting new School-houses.

Libraries.—Scarcely one Library exists for every three School Sections, and some of these Libraries are merely nominal. Many of them are not only small, but the books have been so often read that scarcely a volume is asked for by the pupils. For instance, in the Township of Nichol, where there are six School Sections, three School Libraries exist, containing 523 volumes ; only 20 are reported as having been taken out during the year 1874. In order that an interest be kept up among children with regard to reading matter, new books must be added to the Libraries. Many of the Teachers have remarked to me that those pupils who are in the habit of reading instructive books at home, are not only the ripest in general knowledge, but are the best prepared in their School studies. It is much to be desired that the different rural School Boards would take advantage of the inducements held out by the Educational Department, where books are sold at the People's Depository of Ontario at the rate of 18 cents on the shilling sterling of retail cost, to establish and enlarge School Libraries in every Section. This would truly be a valuable and happyfying investment.

Trustees.—The Trustees have generally attended to the requirement of the 27th Section of the Consolidated Public School Law. Out of a School population of 7,044, there are returned 86 between the ages of seven and twelve years who have attended no School. I am not aware of any Trustees who have prosecuted any of those, or subjected any of the parents of such children to a fine by Rate Bill.

Journal.—The Journal is looked for and read with great earnestness, both by the experienced Teacher and the Trustees.

TOWN OF ORANGEVILLE.

In the Town of Orangeville there is a central School, a brick building, two stories high, 80 x 48. There are six rooms in the building, all nearly of equal size. The School grounds contain a little over two acres, enclosed by a board fence. In no School Municipi-

pality visited by me has there been so rapid a growth in School population as in this. In the year 1871, there were less than 200 ; and now, at the close of 1874, the population between the ages of five and sixteen years is 684. In 1871, one Teacher was deemed sufficient ; now five are scarcely adequate for the performance of the work. The School building, which was considered two years ago to be so large that all the rooms would scarcely ever be required for use, is now almost too small.

The Trustees, notwithstanding all the money they may think they have expended in Public School business, have yet much that they ought to do. The different rooms are yet deficient in School apparatus. A small sum would be well expended in providing for the pupils, prizes.

The School is in excellent condition, and doing good work under the able management of the energetic and efficient Principal ; he is well sustained by a staff of hard-working Teachers. In the fifth or lowest room where the First Book, part 1st, along with one division of part 2nd, is taught, there are too many pupils for one Teacher. I trust another assistant will be employed soon in this room, or sent to another with a division of the pupils. The other rooms have a sufficient number of pupils for the Teachers to do full justice to.

The whole School is well graded and classified, and carries out the Programme and Limit Table as far as the fourth class. I believe the reason why there are none in the fifth and sixth classes is, that as soon as pupils are fit to leave the fourth class, the said pupils pass into the High School.

I am persuaded that if parents would visit this School from different parts, they would be struck with the earnestness of both pupils and Teachers, the good harmony that prevailed, and would be disposed to co-operate more heartily in promoting the noble work of education.

VILLAGE OF ELORA.

The Public School in this Village is steadily progressing in an onward course. During the present year the School ground has been greatly enlarged and fenced in ; the School-house has also been enlarged by fully one-half of what it was before. The interior of the School-rooms has also been furnished with apparatus.

This School possesses a "Museum", I am persuaded, that surpasses anything of the kind in any Public School in the Province, for size and variety. Through the indomitable energy of the Principal, Mr. Boyle, seconded by the Trustees and people of the Village, not only has the County, but the Dominion, yea, even Great Britain, been laid under obligation, in contributing towards its enlargement. Specimens of rare articles are not only solicited, but thankfully received. The said "Museum" is made a medium in instructing and imparting knowledge to the pupils. For this end its formation was commenced, and the same object is steadily and constantly kept in view.

Out of 412 pupils registered in this School, only eleven attended less than twenty days during the year and thirteen less than fifty. Two between the ages of seven and twelve years did not attend any School. This is much more than what can be said of many rural Sections, which do not contain more than one-fourth the population of Elora. The programme and limit tables are carried out strictly to the end of the fourth class. In the fifth and sixth classes some of the subjects are omitted. There are two valid reasons for this—1st. One Teacher will have more than one class under his charge ; a difficulty is experienced in crowding in all the subjects of the fifth and sixth classes, so as to keep them fresh on the minds of the pupils. 2nd. Many pupils somewhat advanced in years attend School during a few months in winter for the purpose of fitting themselves for the particular calling they have chosen. Many of the subjects on the programme are therefore omitted on their account.

This School is in excellent order, doing good, honest work. The Principal is truly a live man, sparing neither time, means, nor labour, in advancing the best interests of the School. He is seconded by a staff of efficient Teachers, and a liberal Board of energetic and intelligent Trustees.

VILLAGE OF FERGUS.

The programme and limit table are carried out in this School. All the rooms or departments have a large attendance during the greater part of the year. The fourth or lowest room or department is overcrowded ; having more pupils than one Teacher can properly manage, and especially when the Teacher happens to be young and inexperienced.

I trust the Trustees will soon move in opening a fifth Department. Parents do complain, and that justly, that their little ones take a long time in being able to master the First Book. How can it be otherwise where eighty to one hundred little ones, from five to eight years of age, are placed under a young Teacher—more than one-half of the time is occupied in keeping anything like order. The one fourth of a mill on the dollar in taxation is a trifling consideration in comparison to that of retarding the educational progress of one hundred children.

The Fergus Public School has had a great reputation for years past, of being in an advanced condition. I trust that under the management of the painstaking and energetic head Teacher, Mr. Unsworth, with his able colleagues, it will continue to merit its former reputation.

COUNTY OF GREY, SOUTH.

William Ferguson, Esq.—In addition to the information contained in the Special, Summary and Township Reports already submitted, I may remark that both material and intellectual educational affairs, though *gradually*, are *really* and *surely* progressing.

Though wholly occupied with the work of supervision, official visits, conference with officials, furnishing (as I often do) plans and diagrams, and general correspondence, I find that these efforts for improvement are to some extent successful, and are frequently aided by the cordial and intelligent co-operation of Trustees and Teachers.

It would much conduce to the benefit of all parties were Township Boards at once to supersede the present School Section system.

It would greatly simplify School management, finances and correspondence, and secure equal justice to all, which in too many cases the present Sectional system utterly prevents.

COUNTY OF ELGIN.

A. F. Butler, Esq.—The progress of Education in this County during the past year has been in some respects quite encouraging. The amount paid for Teachers' salaries in 1872 was \$27,527 ; in 1873, \$30,922, and in 1874, \$35,762 ; an increase of about one-third in two years. The highest salary paid was \$600—(this was in an unincorporated Village), the lowest paid a male Teacher \$264, and the average \$401 69. Blackboards are used in all the Schools, globes and tablet lessons in nearly all, and object lessons of some kind in about one-half. The advantages of the Educational Depository are fairly appreciated, and the expenditure for maps and apparatus, though less than it should have been, has for 1874 reached nearly \$600, and during the past three years, inclusive of the departmental grant, the sum of \$2,923 76, or nearly \$30 for each School. In School libraries we are yet deficient, and the only excuse I have to offer is that it seemed a more immediate duty to urge for better School accommodation, and the material for class instruction. The amount expended for sites, buildings and repairs in 1874, was \$16,177 88, and during the past three years, \$36,177 16. The School-houses are twenty-six brick and seventy-six frame ; nine new ones were erected in 1874, and about twelve Sections remain, in each of which the deficiencies in accommodation are yet a serious bar to the progress of the School. The total receipts for School purposes during the three years mentioned were in 1872, \$46,686 ; in 1873, \$50,522 ; and in 1874, \$63,598—an increase of nearly 40 per cent. in two years. The certificates of the Teachers are :—First Class, three ; Second Class, twenty-six ; Third Class, eighty-four ; Old County Board, one ; Interim, two. Although the School Law Improvement Act has materially raised the standard of qualifications, and it is certain that more good work is now done than formerly, yet the most serious obstacle in the way of real intellectual progress is *mechanical teaching*. The means at hand for the dissemination of enlightened views on the great question of "What is true teaching?" are Normal Schools, Teachers' Institutes, Educational journals and books upon the wants, and needs of the School-room, and to these the educator must continue to look with that "Hope that never hides her beaming star from weary mortal's sight."

COUNTY OF ESSEX, No. 1.

Théodule Girardot, Esq.—I am happy to state in this Report that four new School-houses were built last year in the Township of Sandwich West, in the following School Sections : Nos. 5, 6, 7 and 9.

They are all substantial frame buildings, on fine, well fenced lots. No. 6, being a very large section, the School-house has two rooms, in order to keep two Teachers.

The Trustees and people of these Sections deserve very much credit for what they have done for Education : in several of them the people have paid the whole amount of the cost of their School-houses on their taxes in one year. In No. 6 (Canards), the School taxes for building were over one thousand dollars, which was all paid without a word of dissatisfaction. I must add that all these new School-houses are well provided with maps and other apparatus.

In the other Townships, nearly all the School-houses are new, and have the necessary School requisites. It is true that only few have globes ; but with the good-will of the Trustees, I have no doubt that they will soon be provided with some.

There are very few School-houses in my Division which are not according to Regulations. In some, the Trustees being under the impression that their Section would be altered by their Township Council, did not like to build, fearing that their School site would have to be changed. In some other Sections, the School-houses being in a passable condition, the people did not like to make new expenses. I am convinced that before long every School-house will be according to the Regulations.

I cannot refrain from repeating what I said in former Reports, viz., that I never found any opposition from the Trustees or people to the new School Law ; on the contrary, every one seems pleased with the new state of things. I am sorry to say that there is a general complaint from Teachers of the irregular attendance of pupils at School ; it is not only a great hindrance to their progress which is concerned, but it also interferes with the proper management and discipline of the School. No doubt this is due partly, in rural districts, to farmers keeping their children at home to work during most all summer ; but I cannot help saying that, unfortunately, in many cases it is also due to the negligence and indifference of parents.

A certain number of children from 7 to 12 did not attend any School the four months required by law. I have pressed upon the School Trustees in many places to put the compulsory clause in force ; they have notified and threatened negligent parents, but have taken no further steps yet.

In the course of last fall I held two Teachers' Institutes, one at Belle River, for the three Northern Townships of my Division, and the other at Sandwich, for the other Townships. I am glad to say that, except in three or four cases, all the Teachers answered to my call and attended these Institutes, which lasted two days. Lectures were given by able Teachers on the best methods of teaching the most important branches required by the programme. Very interesting discussions followed each lecture, the best Teachers fully expressing their ideas on the teaching of each subject. The Teachers were all very much pleased with these meetings, and all agreed in saying that they were very instructive and interesting, and that the Schools in general would derive a great benefit from them. They left the meetings with the determination to assemble again this fall for the same purpose. Teachers' salaries have increased from 20 to 25 per cent. in some Townships. The following table shows the highest and lowest salary paid in the different Municipalities :—

	<i>Highest Salary.</i>		<i>Lowest Salary.</i>	
	Male.	Female.	Male.	Female Teachers.
Anderdon	\$360	\$300	\$325	\$200
Maidstone	450	400	350	220
Rochester	500	300	425	290
Sandwich, East	550	300	360	200
Sandwich, West.....	425	300	335	200
Tilbury, West..	450	350	400	200
Sandwich Town.....	500	300	500	300
R. C. Separate, Amherstburg	550	300	550	200

The average attendance in the different Townships has been as follows:—

Average Attendance.

	First Six Months.			Last Six Months.			
	1874.	1873.	Increase.	1874.	1873.	Increase.	Total Increase.
Anderdon.	116½	110	6½	100	71	29	35½
Maidstone.....	277½	232	45½	244	179	65	110½
Rochester.....	307	250	57	295	242	53	110
Sandwich, East.....	395	368	27	374½	310	64½	91½
Sandwich, West.....	253½	224½	29	239½	238	1½	30½
Tilbury, West.....	332	238	94	314½	261	53½	147½
Total.....	1,681½	1,422½	259	1,567½	1,301	266½	525½

(Roman Catholic Separate Schools included.)

In consequence of having two School Sections entirely of coloured people, in general poor and unable to keep their School open the whole year, Anderdon has the poorest attendance and the smallest increase. Tilbury West, which has only six Schools, with a junior department in No. 1, has the largest increase. It is my duty to say that this Township is one of the most advanced in regard to School purposes; all the Schools are comfortable and well furnished, not only with maps and apparatus, but also with Text-books and Stationery furnished by the Trustees.

The total increase in the average attendance being 525 over 1873, is sufficient to show that in general the Schools are in a prosperous condition. I am happy to think that with the good will of the School Trustees and intelligent citizens, the help of our honourable Chief Superintendent, so well seconded by the respectable Council of Public Instruction, this prosperity, so beneficial to the welfare of our youth, will continue to increase. I cannot finish without mentioning the Town of Sandwich, which has done so much for Education, and which supports two Schools with two departments each and one for the coloured population. All these Schools continue to be very prosperous. It is a pleasure for me to add that the School Trustees spare nothing for the welfare of the Schools under their charge. Last spring they spent over \$100. in planting evergreens in the School yards, which, with the other ornamental trees already planted, will make them some of the finest School sites in Ontario. Sandwich being a small Municipality, the consequence is that the School taxes are very high; but the money is so well appropriated that every one is satisfied. The R. C. Separate Schools of Amherstburg continue to be in a prosperous condition, under the care of the good Sisters of J. M. J., and of Mr. Irénée Girard, Head Teacher of the male department. I am happy to state that the Roman Catholics of Amherstburg, with their worthy pastor, Dean Laurent, at their head, spare nothing for the education of their children, and that their Schools leave nothing to be desired.

COUNTY OF ESSEX, No. 2.

James Bell, Esq.—With respect to the new Township of Pelée, consisting of the island so named, I may remark that only one School Section has been as yet organized therein, and only one School has been in operation. The inhabitants of that Township are under great difficulties in the matter of education for their children. Though the Township is nearly as large as the average of the other Townships of the County, there are only three small settlements in it, and these are widely separated from each other, by the nature of the surface of the Island. The central part is occupied by an extensive marsh which is not only valueless of itself, but is a hindrance to communication between the settlements. To fully accommodate the School population, three Schools would be necessary while from the small number of inhabitants, it is with great difficulty that one school can be maintained.

The Report of the Township of Colchester respecting the value of assessed property and some other particulars, is not so satisfactory as it ought to be. The three generally recognised School Sections, attended by coloured children only (No. 11 is not now generally recognised), have by the existing by-laws no certain permanent boundaries, but become *fluctuat-*

ing by the occasional purchase of lands by white persons, from coloured owners. For some time, one or more cases have been before the Judge in the Division Court at each sitting, arising from this uncertainty of boundaries. I have repeatedly urged the Township Council to re-adjust the boundaries of the School Sections, but hitherto without success.

The popular feeling on the subject is very strong, and has been intensified by recent occurrences, and it is probable that the Council will not move in the matter, without compulsion. The Judge at the last sitting of the Division Court advised the aggrieved parties to bring their case before the higher Courts. I am happy to say there is an informal Public School in operation in the neighbourhood of the former No. 11, which accommodates a number of the coloured inhabitants of that neighbourhood, which you, Sir, have been pleased to authorize me to assist, from the balance of forfeited money apportioned to that Section.

It is gratifying to be able to report, that the Township of Malden is now, or soon will be, furnished with excellent School-houses, in every School Section. The Township Council have granted to each School Section \$430 00 out of the Surplus Municipal Loan Fund coming to the Township. Two good School houses have already been built, and in the other Sections preparations are being made to build this season. At the last June meeting of the County Council, I endeavoured to induce several of the Reeves to follow the example of Malden in that respect, but was met by the objection, that almost all the other Townships have large tracts of unoccupied lands, and were more or less in debt. Malden had no debt, and every lot in the Township was under cultivation, and it had the advantage of the main road having been made by Government, during the rebellion, and since improved and maintained by a toll.

Before the end of the current year, the several School Sections in South Essex, with a few exceptions, will be well provided with house accommodation. In the matter of libraries and apparatus, so necessary for furthering the education of the young, everything has yet to be done. There is only one Public School library within my circuit, and that in one of the poorest Sections of the whole (No. 6 in Gosfield). While speaking of School-accommodation I may mention that the other Townships, as well as Malden, have done something towards that first requisite for effective School-keeping. New School-houses have been built in No. 10, Colechester; No. 5, Gosfield and No. 8, Mersea; in all cases, of ample size, substantial, of good appearance and well furnished.

The Schools have, I think, somewhat improved during 1874, yet it must be admitted the improvement is mainly in the lower classes. In the important branches, Arithmetic and Grammar, I am doubtful whether any improvement is perceptible. This is, no doubt partly owing to the dull mechanical routine adhered to by many Teachers, in spite of advice and remonstrances, but also in some measure to the fact that as soon as the season of labour begins—and it begins early here—youths of both sexes are withdrawn from the School, the boys for field labour, and the girls for house-work. In very many cases this is true with respect to scholars 12 years of age and upwards. These individuals do not usually return to School till the beginning of the following January, and their three months' attendance is at an end before they have been brought to habits of order and subordination or of effective study. The Schools are crowded from the beginning of January till the end of March. The energies of the Teachers, fifty per cent. of whom are females—are wasted in the more or less successful attempt to maintain discipline. It is not unusual to find a winter's attendance in some Schools of from sixty to seventy, whose summer attendance varies from twenty-five to thirty-five. This keeps the Schools in a permanently rudimentary state. Any advance in the higher classes is nearly impracticable. There appears to be no remedy for this evil. Hired labour is difficult to be obtained, and the temptation to farmers to use the labour of their boys is very great. The main crop being Indian Corn tends also to the same effect. Being a crop of a long season, field labour in preparation commences early in April, and the crop is seldom secured entirely before December.

In excuse for the small number of lectures delivered by me, I beg leave to say that soon after I began my "fall" visits, I had the misfortune to fracture my left arm by a fall from horse-back. Though I was soon able to resume my visits, I was advised not to venture out after dark, but the evening is the only part of the day when an audience can be obtained among farmers.

CITY OF TORONTO.

James Hughes, Esq.—The total number of pupils registered during the year (after

deducting the number transferred from one School to another, and whose names consequently appear on two Registers, and are thus reported twice) was 8,237.

The average daily attendance was 4,814.

1,216	pupils attended school less than 20 days.
2,020	" " between 20 and 50 days.
2,692	" " " 50 " 100 "
1,876	" " " 100 " 150 "
1,921	" " " 150 " 200 "
654	" " " 200 " 208 "

The most correct idea of the relation of the Average to the Registered attendance is obtained by comparing the average of Monthly with the average of Monthly Registered Numbers.

The average of Monthly Registered numbers was 5,924. This shows an increase when compared with last year of 388.

The average of Monthly Average Numbers was 4,791. This shows an increase of 335, when compared with the corresponding number of last year.

The average Daily Attendance was only 57 per cent. of the total Registered Number.

The average of Monthly Averages was 80.8 per cent. of the Average of Monthly Registered Numbers.

Perhaps the most striking point in connection with the attendance during the past year, is the fact that *over three thousand pupils were present less than fifty days.*

Absenteeism.—The total number of days reported as lost through absence on the part of pupils during the year, was 271,530. This number does not include the absences of those pupils who, though named on the Registers, were absent a whole month or more at a time.

Taking only the reported absences, they show a total loss of 1,305.4 school years, or more than nine weeks' absence for each of 5,924 pupils, which was our average monthly registered number during the year.

This is a matter of the utmost importance, and requires to be met and dealt with promptly and decisively. To show how Toronto stands in comparison with other cities, it is only necessary to state that the City of Rochester, with more than double the number of Teachers that Toronto has, only lost 8,160 days by absence during the year 1873-4; yet they have not a Truant Officer in Rochester.

I do not deem it necessary to enter into any course of argument to show the evil results accruing from absence, both to the Schools and to the absent pupils themselves. I do not wish to express any complaint against *necessary* absence caused by sickness, either of the pupils or members of their respective families; but I do take the liberty of expressing my views upon the question of absence as it presents itself to me in Toronto. I find that in regard to this matter, the greatest indifference exists on the part of many of the parents. There seems also to be quite a general misunderstanding with reference to the Regulation of the Council of Public Instruction regarding regularity of attendance; and a wide spread misconception of the meaning of the word *free* as applied to Public Schools. Instead of taking it to mean *free of charge*, as it really does, many parents regard it as giving them freedom of action in everything connected with the Schools. They believe that they are free to send their children when they choose; free to take them away, when and for what reasons they please; free to have them leave regularly at stated times, for any purpose, or to gratify any whim; and indeed they, in many cases, believe that they are free to make any use of the Public Schools which may suit their convenience, when they have nothing else for their children to do. Freedom of speech does not allow a man to say whatever he pleases without responsibility; freedom of action does not permit a man to do what he chooses, beyond certain limits; nor does the fact that our Schools are free give a man a right to all kinds of freedom in connection with them. It is our pride that they are free to all children so long as their parents submit to the laws and regulations laid down for their control, but they are free no longer. This seems to be the only reasonable method of conducting free Schools. It was this view of the question which led the Council of Public Instruction to order, that "Any pupil absenting himself from School, except on

account of sickness or other urgent *reasons*, satisfactory to the *master*, forfeits his standing in the class and his right to attend School for the remainder of the quarter." The efforts of the Toronto School Board in the past have not been based upon this principle. When a pupil violated the School Law by absenting himself, the custom has been to send a paid officer to request him to come back, so as to give him the privilege of breaking the rules again. He was not given to understand that he had lost his right to attend School, but he had added to his claim to such an extent, that while the Schools were still open for his use, the City was under additional obligations to him on account of his truancy, and would therefore send a Truant Officer to secure his return to them. The absenteeism of last year, as well as of this year, prove this to have been an error. It resulted, I have no doubt, from regarding Compulsory Education to be equivalent to Compulsory Attendance, while, in reality there is a wide difference between them. I am glad to know that the Trustees of Toronto intend to act on the principle of compulsory attendance in future; and that unexplained absence, beyond a certain limit, shall in accordance with the Regulations of the Council of Public Instruction, take away the right of a pupil to attend School until application is made to the proper authority for permission to return. When parents feel that it is a *privilege* to have their children educated in the Public Schools, then, and not till then will we secure a reasonable average attendance.

Compulsory Education, Industrial Schools and Compulsory Attendance.—Knowing that the above subjects will be under consideration during the ensuing year, and finding that the objects and provisions of the laws and regulations relating to them are not generally understood, I desire briefly to explain them. Many persons confound them with one another; but while they are links in the same chain, each has its own special aim.

The Compulsory Education Law is intended for the benefit of young children whose parents desire to obtain money for their services when they should be at School; who are willing to sacrifice the future advancement of their offspring for their own immediate gain. It supposes every child to be anxious to receive an education, and merely concedes the "*right* to attend School" for a certain period each year, and gives School corporations the power to punish by fine those parents who prevent their children from enjoying their legal rights in this particular.

The Industrial School Act aims to secure the education of all children, who through the carelessness, poverty or drunkenness of their parents or guardians, are growing up in ignorance; and compels those children who refuse to attend School at the wish of their parents to do so, or suffer removal from their homes and confinement in an Industrial School.

Compulsory Attendance is not based directly upon the School Act. It is authorized by the Regulations of the Council of Public Instruction. These regulations provide, that "Any child absenting himself from School, unless on account of sickness or other urgent reasons, satisfactory to the master, forfeits his standing in the class, and his right to attend School for the remainder of the quarter." This is intended for the benefit of the School, not of the pupils, although they are indirectly the recipients of much good from it. It is intended to prevent the disorganization of classes, and the great waste of teaching power, consequent upon the frequent and unnecessary absence of many pupils.

The effects of the three principles may be summarized as follows: Compulsory Education takes away the rights of parents to employ their children as they choose, and confers upon those children, up to a certain age, the right to attend some school in defiance of their parents, should the latter wish otherwise.

The Industrial School Act gives the State the right to protect itself, by preventing the growth of a class of uneducated vagrants and criminals within its borders.

Compulsory Attendance prevents parents from keeping their children at home during School hours, after their names have been entered on the School registers, unless in case of sickness, (personal or family,) or other reasons satisfactory to the *Teacher*. The first is directly intended to benefit the child, the second the State, and the third the School.

The Compulsory Clauses of the School Act can be easily carried out in rural sections, where everyone knows every child in the section whose parents neglect to send it to School; but I am of opinion that in cities, Compulsory Education can only be secured through the instrumentality of an Industrial School.

Lateness.—Table D. shows the number of pupils who were late in each School, for

each month of the year. It will be seen that, while the numbers are large in most cases, they are much larger in some Schools than in others. On making enquiry I am led to believe, that this evil does not exist to a very great extent in the advanced classes. I also find that the pupils residing near the Schools are late quite as frequently as those who have to come from a distance. This may be accounted for by the fact, that parents in the neighbourhood of the Schools, await the ringing of the School bells before sending their children, and as the bells are not rung until five minutes before the time of opening, they frequently do not arrive in time. I would recommend the ringing of the bells ten minutes before the time of opening.

School Accommodation.—I regret that, notwithstanding the laudable efforts of the Board to increase the number and capacity of the Schools, they are still quite inadequate for the number of children who desire to attend them. During the year, five new Schools were erected, viz :—Wellesley Street, Winchester Street, Niagara Street, Borden Street, and Leslieville. The first named is the most handsome and best furnished school building in Toronto. These Schools were all well-filled on the day of opening, without lessening to any appreciable degree the overcrowding of the other Schools. The lack of proper accommodation will doubtless be one of the giant evils in the way of Public School Teachers in Toronto ; but I am confident that the citizens of this City, which is, and must continue to be, the educational centre of our Province, will cheerfully sustain the Trustees in their praiseworthy efforts to provide ample accommodation for every child within its limits. It is very easily shown that, while very considerable additions have recently been made in the way of School accommodation, it has not in its rate of increase kept pace with the other departments of the City. It has not increased or improved so rapidly as the imports and exports of the City, or its wholesale warehouses, its private residences, its manufactories, or its railroad communication. Surely the public spirit which is improving our City in so many ways, and to so great an extent, will not hesitate to place our Public Schools in their proper position. No investment will pay better dividends than the money spent in the erection and equipment of Public Schools. The average number to each Teacher, throughout the whole City was 86·1. It is to be regretted that the burden rests most heavily upon the Teachers of the Junior Division. In the thirty-seven Junior Classes, the average number during the year was more than a hundred.

Grading.—Until the present year every class of pupils was taught in each School. This system necessitated the teaching of several grades by one Teacher in the same room, and at the same time. Some Teachers had charge of as many as nine distinct classes. The result of this was, that the pupils were actually taught by the Teachers during only about one-third of the time they were in School, and the work of the Teachers in disciplining and teaching their classes, was more than double what it should have been. To improve the position of both Teachers and pupils, a method of grading was suggested and adopted, which meets the requirements of the City as far as is possible with our present School accommodation. In the Junior Departments, the sexes have been placed together, and the number of classes in charge of each Teacher reduced to one-half what it was. Five grades have been established instead of three, and the First and Second Divisions have been concentrated. The first Divisions have been reduced in number, from twenty-eight to five, and the Second from twenty-eight to eight. Thus, while the pupils in the lowest three grades have the privilege of attending the Schools nearest their homes, those in the highest two grades have to walk to more central Schools, certain parts of which have been appropriated for the use of the advanced classes. The grading in the highest two classes is at present very good ; but below these, it is very far from what it should be. There should be at least two Divisions of the pupils reading in each of the First, Second and Third Books. This is essential, and especially so in Toronto, where such a large percentage of the scholars belong to the Junior Classes. There are at present in our Schools more pupils in the lowest three classes than ought to be in all the Schools in the City, in accordance with the Regulations of the Council of Public Instruction. I would, therefore, recommend that the advanced pupils be removed as soon as possible to two or three schools, to be erected and adapted for their proper accommodation. This will admit of their more complete classification, and will leave sufficient room in the buildings at present erected for the Junior Classes.

Promotions.—Heretofore promotions have taken place three times per annum. This

was, of course, too often, but was forced by the great overcrowding of the Junior Division. Promotions depended more on the capacity of the school rooms than the capacity of the scholars. I would recommend that no more than two promotions take place in a year in any grade, and that as soon as possible, only one examination for promotion be held each year in the Senior Divisions. I would also strongly recommend that the promotions be based upon a written examination in all classes where the pupils are able to write.

Ungraded Schools.—We have in Toronto a considerable number of pupils who desire to be absent regularly for a part of each day, either as newsboys, or to perform some necessary work at home. In addition to these, there is a class of children, some living with their parents, others engaged as servants, whose parents or employers would gladly send them to School during one-half the day, if they were allowed to do so. When sufficient School accommodation has been obtained, it will be a matter worthy of the consideration of the Board whether it will not be wise to establish two ungraded classes, one in the eastern and one in the western part of the City. The programme of studies could be modified and adapted to the requirements of the case, so that two distinct classes could attend each School every day, one in the forenoon, and the other in the afternoon. The Teachers would be able to devote more individual attention to those in attendance than can possibly be done in the regular classes, so that irregularity would not so materially affect the School or the pupils in the proposed School, as it does in an ordinary classified School. The essential branches only should be taught in such classes, and it would be a very great boon to many an errand boy and little maid servant to have the opportunity of learning to read, write and make simple calculations in arithmetic.

Maps and Apparatus.—The Schools are fully supplied with Maps. In this respect they compare favourably with the Schools of other cities, but they are furnished with scarcely any apparatus of any kind. This can scarcely be wondered at when we consider that, until the recent grading came into effect, the purchasing of one set of apparatus for the use of advanced classes involved the procuring of twenty-seven other similar sets, there being then twenty-eight advanced classes instead of five, as at present. Before any money is expended, however, for apparatus, I would like to see every School room in the City properly supplied with black boards. Give a good teacher plenty of blackboard accommodation and he will require little additional apparatus, unless in teaching the Natural Sciences. Until the present year, the Schools have been supplied with painted boards only. The Schools erected this year have been furnished with admirable composition boards, plastered on the walls. They are cheaper and infinitely superior to those formerly in use. During the present year, chalk crayons and blackboard brushes have been supplied for the first time.

Writing.—It was decided during the year to adopt a uniform series of copy books. The series selected was formed of certain numbers of the Payson Dunton and Scribner Series. I am sorry that the scholars in the Second Book have no desks, and, therefore, cannot commence writing on paper until they have entered the third class. A cheap desk suitable for junior pupils would be a very great boon to teachers in the lower grades.

Drawing.—Until the close of the year, Drawing has been taught only in the Senior Classes; only about seven hundred pupils out of the six thousand in attendance having received instruction in this subject. Two teachers were engaged, who acted independently, and whose methods of teaching were dissimilar. It has been decided, I believe wisely, to teach the subject in every class. One teacher is now employed instead of two, but the regular teachers are instructed to take a more direct control of their classes while engaged in drawing. The duties of the Special Drawing Teacher will, in future, be confined mainly to giving blackboard instruction to the classes; and the regular class teachers having seen the drawing, and heard the explanations of the Drawing Teacher, will be expected to direct the individual pupils in executing the work assigned to them. I have submitted the admirable series of Drawing Books and Manuals for Teachers, prepared by Walter Smith, Esq., Art Director of Boston, for the approval of the Council of Public Instruction, and hope they may authorize their use in our schools.

Music.—I am glad that I have been instructed by your Honourable Board to have this subject introduced into all grades in our Schools. Like Drawing, it will be a source of enlivenment and relief, especially in our over-crowded Junior Classes. I have not yet been able to arrange a satisfactory plan and programme for the teaching of this subject. I find that the two teachers adopt very different methods at present. One confines him-

self almost exclusively to theory ; the other to practice. I intend at an early day to submit a uniform method and course of study for the various classes, for your consideration. In the meantime, I will simply state my conviction, that one competent teacher who would instruct the teachers at stated times, and who would adopt a natural and consecutive plan in his teaching, would be sufficient for this City for some years. The regular teachers would be able, with a very few exceptions, to review the teaching done by the Special Master, after a short course of training by him. Music could in this manner be made to form a part of the exercises in each class every day, and surely fifteen minutes per day would produce much better results in every way than a single lesson of an hour's duration once a week.

Needlework.—In some classes of girls certain parts of the school time is devoted to various kinds of Needlework. I am sorry to have to say that there does not seem to be much method in teaching during these hours. In nearly every School the girls act entirely without the control or direction of their teachers, while so engaged. They work at any kind of work which they choose to bring with them, and do so without assistance from the teachers. Conducted as at present, I regard this as a discredit to our School programme : but it is surely possible to teach domestic economy, systematically and simultaneously, as we do other subjects. It will be a fit subject for future consideration, whether our grown-up girls would not be quite as fully prepared for their life-work by a correct knowledge of cutting and fitting garments, as by an acquaintance with Algebra and Agricultural Chemistry.

CITY OF HAMILTON.

A. Macallum, Esq., M.A.—The number of pupils registered in the Public Schools of this city during 1874, was 5,256—boys 2,683, girls 2,573 ; between the ages of 5 and 10 years, 3,241 ; between 10 and 16 years, 2,009 ; over 16 years of age, 39. Our attendance was better than in any previous year ; of the number registered, only 170 attended less than 20 days, 467 between 20 and 50 days, 1,044 between 51 and 100 days, 952 between 101 and 150 days ; 1,371 between 151 and 200 days, and 1,253, a *very large number*, attended over 201 days, or the whole year. In 1873, this item was 949, and in the previous twelve months, 842. The number enrolled during the first half year, 4,714, daily average attendance, 3,413, being a per centage of 72·4 ; the enrolment for the half year ending 22nd December, 4,493, daily average attendance, 3,552, equal to 79 per cent. The daily average attendance for the twelve months, 3,407, giving a per centage of 64·8, which shows that of every one hundred pupils who entered school, sixty-five of them were present every day in the year. In 1873, the per centage was 62·2, ten years ago it was 52·2, and twenty years ago it was so low as 3·58 ; so that in ten years our attendance has gained 12·6, and in twenty years 26·4 per cent. on our registered number. This high percentage is secured by our Teachers making the school-work interesting and looking after absent pupils, aided, no doubt, by our monthly fees of ten cents for the First Class General Limit Table and twenty cents for all the rest.

Subjects of Instruction.—In reading, spelling, writing, arithmetic, geography (Canadian and general), and Christian morals, all our pupils were engaged ; in grammar, 1,757 ; composition, 1,429 ; Canadian history, 541 ; physiology, 565 ; mensuration, 42 ; book-keeping, 103 ; sewing by the girls, 510. The absence of the higher branches arises from the arrangement by our Board of Education, that all pupils who complete the Fourth Class work in the General Limit Table sufficiently well to pass the entrance examination to the Collegiate Institute, should thereafter receive their instruction in that Institution. Till June last, it was optional with the pupils and their parents, whether, so soon as they could pass the examination, they entered the Collegiate Institute or remained in the Central to complete their education in the English branches ; but now, all who pass the entrance examination are transferred to the Collegiate Institute. At the mid-summer examination there were 210 applicants, all but 20 from the Central School. The Local Board passed 204 of them and the Central Committee, 166. At the examination in December, we had 174 applicants, all but 42 from the Central School ; of these, 145 were passed, provisionally of course, by the Local Board, and 123 were finally passed by the Central Committee ; but a dozen of the rejected candidates did as well or better than some of those passed by the Committee.

It seems most anomalous that a pupil instructed in the Public Schools should draw only some sixty-one cents Government money per annum, while the same pupil, pursuing the very same branches in the Collegiate Institute, draws from twenty to twenty-five times as much money. Surely a change in this particular, at least, is desirable; should this change characterize our educational movements, it would prove highly conducive to the best interests and real progress of our Schools.

The programme of studies published by the Council of Public Instruction is carried out with little or no difficulty. Our pupils are so classified, and all the divisions so graded, that each Teacher has only one class in his or her division. Last session, out of our 75 divisions, we had but two or three exceptions to this rule. In our Special Division alone have we even three classes, and three classes of pupils compose this division; first, grown-up lads whose education has been totally neglected—their size and age preclude the possibility of their occupying seats with their equals in scholastic attainments; second, those lads who desire to take a special course, chiefly reading, writing, arithmetic and bookkeeping; third, troublesome lads—boys who in divisions taught by ladies would annoy the teacher, disturb the division, and prevent the harmony that should always characterize the School-room. Our Special Division is a reformatory on a small scale and works nicely; it is in charge of a good disciplinarian, whose government is mild but firm, and with whom cases of real difficulty seldom occur. I am not aware that an example similar to this division exists anywhere else; but its trial here for the past four years has proved a great success. Far from believing the programme too difficult, my decided convictions are, that with really good Teachers, divisions of proper number, and all the facilities necessary to enable the instructor and instructed to do their best, our pupils, on an average, would, at the age of ten, be as far forward with their studies as they now are at twelve. A dozen of those who passed the entrance examination to the Collegiate Institute in December last were under the age of twelve; and this simply shows what may be accomplished by system, good teaching and painstaking instructors.

Teachers.—Our staff at the close of the year consisted of seventy-two—all ladies except two—and three paid monitors, who for the time had charge of divisions. Of these, twenty-two hold First Class Provincial certificates, twenty-three Second Class, nineteen Third Class new County Board, and five First Class old County Board. Many of our teachers have had great experience, teach with effect, and succeed admirably; others are less successful; and a few would benefit the cause greatly by making some other vocation the business of life. The salary list ranges, for ladies, from \$200 to \$500; and for gentlemen from \$600 to \$850; the gradation, however, is slow, the steps are numerous, and none but the very best secure the higher salaries.

Income and Expenditure.—Our income was derived from three sources:—Government Grant, \$3,204; School fees, \$6,049; Municipal Grant, \$35,344; total, \$44,597. Our expenditure embraced: Teachers' salaries, \$23,886; books, stationery, maps, prizes, &c., \$4,309; fuel, caretakers, other officers, &c., \$9,015; building, repairs and furniture, \$7,090. The small balances are omitted altogether.

Vacations.—With regard to vacations, our Teachers preferred, and the Board granted permission to keep Good Friday only as our Easter holiday, and have the week added to our four weeks' summer vacation. The summer holidays, in cities at least, should be the same as in the Collegiate Institutes and High Schools. A great number of our larger pupils are at this season of the year attending School; one week just now is worth more than two in the excessive heat of a July sun. The break in school-work of four or five days is a great drawback, since it requires three or four days after we re-assemble to get the classes up to the point at which we stopped, and the summer vacation is too short for Teachers and Scholars to go any distance from home. For these and other reasons it would be better to have one week less at Christmas, none at Easter (unless Good Friday), and prolong the summer vacation to six weeks. In the City of New York, the Schools close on 24th December, and re-open on 3rd January, but in the summer they have from 3rd July to the first Monday in September.

The *Journal of Education* is regularly received and highly esteemed by our Teachers. The Library continues to afford great satisfaction to our young people. It contains 1,200 volumes, and about 5,000 books were taken out during the year. There are, at least, 20,000 volumes in the libraries of our city. These include the Hamilton and Gore Mechanics'

Institute Library, containing some 5,000 volumes of choice books ; the Wesleyan Female College Library, and all our Sabbath School Libraries.

Our Board, though urged in December last to attend to the important duty imposed by the School Law in reference to compulsory education, left the matter in abeyance. The future, it is hoped, will be attended with greater success. The School property in Hamilton, real estate, all held in fee simple, furniture, apparatus, &c., is worth, in round numbers, \$15,000. Our School-houses, with one exception, afford ample space for the legal number of pupils—fifty—to one Teacher. The last building erected—the Victoria School—contains nine rooms, and is capable of accommodating 500 pupils. But the time, I trust, is near at hand when the legal number of pupils to one instructor will be not more than *forty*. When visiting the Schools in New York City a short time ago, several of the Principals informed me that *thirty-five* in the Grammar Schools and *forty* in their primaries, were their legal numbers to one Teacher. It was a great boon to scholars to have the number placed at fifty, and you, Rev. Sir, and the Council of Public Instruction, are entitled to all praise therefor. It will be as great a benefit to the rising generation to place the standard at the figure now advocated. School life is too short, the interests involved are too momentous, and the consequences of neglected or unimproved opportunities too fearful, to allow this matter and the compulsory clauses of our law, much longer to be overlooked.

In discipline and morals, year by year finds us more suasive in the one, and a tone higher in the other. Our pupils are less rude, seem to be under better parental care and authority, and, doubtless, owing to the healthy influence of our well-attended Sabbath Schools, require the harsher means of correction to be much less frequently resorted to while maintaining order and securing good behaviour and progress in the activities of the School-room. The formation of character is the only object worthy of our highest regard ; all studies, all attainments, are but means to this great end. When the discipline of a School does not aim directly at this, it must fail in regard to the higher purposes of life, and failing here, success in any other aspect makes but poor returns for the priceless treasures thus lost for ever.

We trust the future will disclose the pleasing fact, that in this respect the Public Schools of this city have made returns fair and good, though not equal to our hopes and expectations.

CITY OF KINGSTON.

Professor N. F. Dupuis.—As most of the City Schools are large and employ more than one Teacher, the time spent in visiting them is not in general confined to a single day, but frequently extends over several days, and sometimes over several weeks.

Some of the Teachers being beginners, it is difficult as yet to form a correct conclusion in regard to their efficiency.

The Schools are held open for examination quarterly, and intimation is given to parents and others concerned ; but usually, except at the midsummer examination, the attendance of parents is very small, and in many cases absolutely nothing.

Pupils are not “sent” to the High School from the Public Schools, since the High School in this place requires a *very high* fee, which effectually debars many Public School pupils from entering it who otherwise could and would do so. As a consequence, the Public Schools in one Department are crowded with boys which should properly be in the High School, but whose parents object to the payment of the required fees. In this way it is, of course, impossible to form a correct estimate of the work which the Public Schools are doing from the number of pupils sent to the High School.

The Library is a general one, having the Secretary of the Board as Librarian. It appears to be quite full, the books in good order, and I believe it is appreciated and well patronized.

The School buildings are at present all stone and in good condition, the last unworthy building being replaced by a new substantial one during the past summer.

There is not School accommodation for all the Protestant children in the city, but you could not possibly get all such children to attend the Public Schools. *Very many* go to private Schools. The Public Schools as a whole have never yet been overcrowded, but if all were compelled to attend according to the Act, they might possibly be so, although I

do not know positively whether that would be the case or not. Many of the children, however, who at present attend no School, and who possibly may never have attended School, are not fit, from their moral character or their educational acquirements, to be associated at once with the graded children in the Public Schools ; and what I think is most wanted is a Reformatory or Industrial School, where such children might be properly looked after and prepared for receiving the full advantages of the Public Schools.

In my intercourse with the Teachers I have found that there are certain text-books prescribed for use in the Public Schools to which they object very strongly, and often upon good grounds. As I think it right to respect the judgment of a Teacher, and also necessary to support as far as I can the dignity of the Education Department, I have compromised the matter by forbidding the use in the Schools of any text-book not prescribed, but at the same time not insisting upon the introduction of any particular objectionable text-book into the School, provided the Teacher feels that he or she can teach the subject in question equally well or better without it.

Children are sent home unless supplied with *reading books*.

Above the first class lowest division they all have *slates*.

Above the first class each has a *spelling book*.

The *copy-book* used here is the "Gem Copy-book," manufactured by a firm in this city.

Smith & McMurchy's *Arithmetic* is possessed by nearly all the children above the second class only, as most of the Teachers prefer teaching Arithmetic orally below the third grade.

The prescribed *Geography* is not employed below the third class, all previous Geography being taught from wall maps and orally.

Grammar is not used as a text-book in the Schools, the Teachers preferring to teach Grammar orally, although some follow the authorized text-book for their own guidance.

First Lessons in Agriculture—Botany—First Lessons in Christian Morals—Culler's Human Physiology—Orr's Book-keeping—Collier's English Literature and Sefton's Songs are not usually in the hands of the pupils in the several Schools.

Canadian History (Hodgins) is very much objected to by Teachers ; and although taught, it has so far proved very unsatisfactory, and the best Teachers prefer reading it for themselves, and culling out the more important parts and putting them into acceptable form for their pupils.

The other books are very generally used in classes in which they are required.

During the past summer I succeeded in effecting a sort of centralization in the School system of this city, by means of which in the higher classes the children of the same class are brought together in the same School and mostly under the same Teachers, the boys having in general different Schools from those which the girls have.

In this way the classes are now arranged as follows :—

Wellington St.	1 class mixed,	2 class mixed,	3 boys,	4 boys,	5 and 6 boys.
Johnson St.	1 "	2 "	3 girls,		5 and 6 girls.
Queen St.	1 "	2 "	3 boys,	4 girls,	
Cataraqui,	1 "	2 "			
Gordon St.	1 "	2 "			
Frontenac,	1 "	2 "			3 mixed, (this being outlying Sch.)
Williamsville,	1 "	2 "			3 mixed, " "
Orphans' Home,	1 "	2 "			3 mixed, (Orphan children not being allowed to leave this School.)

This change was strongly denounced at first by interested parties, but all is working smoothly now. The Schools are decidedly more comfortable than they were before and the objectionable system of transferring children from one School to another, to satisfy some whim of the parent or child, is effectually done away with.

TOWN OF CHATHAM.

Rev. A. McColl.—The condition of the Schools is, on the whole, satisfactory. It sometimes happens that hopes not unreasonably entertained are only in part realized.

This may arise from various causes. Sometimes the action of a complex piece of machinery may be affected by causes operating from without, and sometimes the disturbing elements are found operating from within. Not unfrequently it happens that what appeared at a distance to be a great benefit, proves in reality almost an unmixed evil. Great expectations are usually followed by disappointment. Besides, there is with many so eager a desire for change—as if the change would necessarily be an advantage. When a School is efficiently conducted, some defect in the Teacher is discovered or fancied, and the hope is entertained that the defect will be remedied by procuring another; but when effect has been given to their wishes, the discovery is soon after made that while in some respect there has been a slight gain, there has been, on the whole, a great loss sustained. A Teacher is to be judged according to his success in developing the powers of the mind, and training it to right habits of thinking, and according to his capacity for imparting knowledge. The first requisite in a Teacher is that he possess a good moral character; this being taken for granted, his success in doing the appropriate work of a Teacher is the best test of his qualifications. There may be defects to which undue importance may be given (and defects in themselves trivial may become serious when they stand in the way of a man's usefulness); yet the fact still remains that he is the best Teacher who is most successful in training the mind and in imparting knowledge. There is a certain class of persons who judge of the qualifications of a Teacher as the Mamelukes did of a warrior—by his appearance. These children of the desert make no account of the little man with the grey coat, but they crowd around the dashing and splendidly dressed rider, whose daring feats and skill in horsemanship resembled their own, and *him* they admire as a great warrior. The one was among renowned chieftains, the chief; while the other never achieved success but when he acted at the bidding of a superior. Susceptibilities must, however, be taken into account, and the wise are required to pay due regard to them.

The condition of the Schools is, on the whole (as I said), satisfactory. The Board has spared no effort to make the Schools efficient. There was, in the matter of the *cards*, a temporary interruption in the working of the system, owing to the conduct of one of the Teachers, and the evil would undoubtedly have assumed a more aggravated form had the Board not taken due action in the matter. All the Schools have suffered from irregularity in attendance. A truant officer was appointed in the latter part of the year with marked advantage. The census was taken in December last, according to instructions; and there is every reason for believing that the carrying into effect the requirements of the law will go very far towards remedying the evil. There are only two libraries, to one or other of which all the children attending School have access. No addition has been made recently to either. With the exception of the Princess Street School, all the Public Schools are graded. There are eighteen Teachers employed by the Board.

There is an opinion entertained by not a few, that the number of subjects now taught in the Public Schools, might be diminished or abridged with advantage. The reasons adduced are plausible, but on consideration they are, to me, not satisfactory. It would be a retrograde step. It would be a lowering of the standard. It would entail (even if it would be a present gain) a great loss in the future. A knowledge of the elementary principles of any subject is more readily acquired in early youth. The mind will not in after life be naturally attracted to mere elementary principles, unless under the influence of a strong bias. If there is a good foundation laid at an early period, there will be afterwards inducements and facilities for continuing the studies of which a commencement had been made, and it will be an agreeable as well as a profitable employment of the leisure hour, to collect and store up *facts* which will naturally fall (from previous acquaintance with the elementary principles) into their respective places, according to their classifications or relations, without confusion and without laborious effort. I need only refer to Botany, Chemistry and Physiology to illustrate my argument. Every one, in after life, will necessarily become acquainted, to some extent at least, with a multitude of facts connected with these subjects; but how few will be able to remember them, or make a proper use of what they may have some knowledge of, from their ignorance of the elementary principles. The mind delights in order; and where the system is natural, a knowledge of it must prove a powerful aid to the memory. It requires more than mere suasion to induce many to learn the alphabet, the simple rules of grammar, and arithmetic; and it seems to me

equally reasonable, to direct authoritatively the attention of the young to the elementary principles of those subjects, when such influences can be more easily and effectively brought to bear upon them, to direct and stimulate as well as to encourage them. If more than the mere elementary principles of these subjects were taught in Public Schools (at least in present circumstances), the *arguments* of those who object to the number of subjects now taught would, in my opinion, be more than plausible.

TOWN OF ST. CATHARINES.

John H. Comfort, Esq., M.D.—I have great pleasure in reporting that the progress made by the Schools in St. Catharines during the past year is entirely satisfactory. As each year passes by, the organization and efficiency of our Schools become more perfect. The attendance is rapidly increasing, and the average attendance compared with the registered is becoming nearer what it should be. The plan we adopted a few years ago when organizing the Public Schools of the Town on the present basis, of having the Primary School buildings small, and many of them, has had the good effect of keeping the attendance about the same in winter as in summer. The small children not having far to go, find it of little or no inconvenience to attend on account of bad roads or inclement weather. One new Primary School has been established during the past year, and the Board find it necessary to provide considerably more School accommodation to meet the increased and increasing attendance. The School census has been taken, as required by law, and the total School population is found to be 2,390, the Public School children being 1,777, and the Roman Catholic School children being 613. Of the Public School children, 1,321 are reported as attending School; and of the Roman Catholic children, 447. There has been but one change of Teachers during the past year. The *Journal of Education* is regularly received, and the extra numbers sent me are distributed among the Teachers.

TOWN OF STRATFORD.

James Steet, Esq., Secretary B. S. T.—During the past year the Stratford Board of Education have purchased two additional sites, containing nearly an acre each—one situated in Falstaff and the other in Shakespeare Wards—on which they have erected, during the past summer, two fine, substantial two-story white brick School-houses, each containing four departments, and have furnished them in a superior manner. In construction and furnishing, I may venture to say, they are second to none in the Province.

The Falstaff Ward School was opened on Monday, 11th Jan., and is conducted by a Head Master and three female Assistants. The furnishing of the Shakespeare Ward School not being quite complete, will delay its opening for a few days longer, and it will be conducted in the same manner.

The cost of each building is \$6,500, and furniture in each School \$1,000, and we now have six School buildings of brick, containing nineteen departments, capable of accommodating from 1,000 to 1,200 pupils, and you, Rev. Sir, I know will join me in wishing Stratford and its Schools, "Success."

TOWN OF WINDSOR.

A. Bartlett, Esq., Secretary B. S. T.—I may mention, however, that our Schools are doing very well indeed. The present Head Master of the Central School—Mr. Sinclair—who is also Head Master of the High School, has succeeded in thoroughly grading the whole School, so that hereafter no scholar can afford to lag behind. If he plays truant, or stays away and consequently loses his standing in the class, or keeps the class back, he is quickly sent to a lower room; and this rule has had a most excellent effect on the whole School.

The Town of Windsor has now spent for School purposes something like \$38,000, and that for a population of a little over 6,000, is a good deal, and we ought to receive value for our outlay.

We have on hand about \$550 towards a public library in connection with the High School, which we intend to start at an early day. But difficulties come in our way to find

a place to put the library ; for notwithstanding our very large outlay for Schools, our entire space is filled up with scholars, and our present average attendance, including High School, amounts to nearly 800.

APPENDIX C.

COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Certificates of Qualification for Head Masters, Assistant Masters and Monitors.

Regulations adopted by the Council of Public Instruction, 3rd September and 10th December, 1874, under the authority of the Act 37 Victoria, chap. 27, section 27 (7), 28 (4), and 72.

I.—HEAD MASTERS.

Any person wishing to become a Head Master of a High School or Collegiate Institute, after the 24th day of March, 1874, shall comply with the following regulations:—

(1.) He shall present for the inspection of the Board employing him, the diploma which he may have received from any University in Her Majesty's Dominions, or furnish other satisfactory proof to the Board that he has regularly graduated in the Arts Department of such University. He shall also present to the Board a certificate from the Council of Public Instruction, showing that he has satisfied that body as to his knowledge of the science and art of teaching, and of the management and discipline of Schools.

N.B.—No honorary degree in Arts can be admitted as evidence of compliance with the law.

(2.) Any Graduate in Arts of a chartered University in the British Dominions, who has proceeded regularly to his degree, and who produces evidence satisfactory to the Council of Public Instruction, that he has taught successfully for one year as Assistant Master in a High School, or who is a holder of a first or second class certificate as a Public School Teacher, shall be considered eligible for the Head Mastership of a High School.

(3.) Graduates who have had experience in Colleges and Private Schools only, must satisfy the Council of Public Instruction that such experience is sufficient, before they can be regarded as eligible for appointment to a Head Mastership.

II.—ASSISTANTS AND MONITORS.

No Assistant Teacher shall be employed in a Collegiate Institute or High School, who does not possess a legal certificate of qualification of the first or second class prescribed for Public School Masters and Assistants, or a certificate that he is a graduate (who proceeded regularly to his degree) in the Faculty of Arts, of good standing in some University in the British Dominions, unless he has obtained a certificate from the High School Inspector in accordance with these Regulations.—(*From Regulations, 31st March, 1873.*)

At the request in writing of any High School or Collegiate Institute Board, a High School Inspector may admit to examination any senior pupil in a High School or Collegiate Institute, or any other candidate for the position of Assistant Teacher or Monitor in such High School or Collegiate Institute on the following conditions:—

(1.) The pupil or other candidate shall present to the Inspector a certificate of good moral character, signed by a clergyman.

(2.) The subjects of examination for the position of Monitor shall be:—Reading, Writing, Spelling, and the elementary parts of Grammar, Geography and Arithmetic.

(3.) The subjects of examination for the position of Assistant Teacher shall be (in addition to those required in the case of a Monitor)—a competent knowledge of Grammar, Geography, Arithmetic, the elements of Latin, and satisfactory evidence of some knowledge of the Art of Teaching and School Government.

An Inspector may, at his discretion, grant without examination a certificate as Assistant Teacher in a High School or Collegiate Institute, to any Undergraduate in Arts, of at least two years' standing, on the following conditions :—

(1.) That such Undergraduate present to the Inspector evidence that he is in good standing in his University.

(2.) That he present to the Inspector a certificate of good moral character, signed by a clergyman.

(3.) That he furnish such evidence as the Inspector requires of some knowledge of the Art of Teaching and of School Government.

A certificate granted under these Regulations may be suspended or cancelled by an Inspector, for any reason which may appear to such Inspector to warrant it.

No certificate shall be given for a longer period than one year ; such certificate may, however, be specially renewed for twelve months, at the request of a High School or Collegiate Institute Board concerned ; but no certificate shall be given to a Monitor or Assistant Teacher for a third year without re-examination.

All certificates granted, suspended or cancelled under these Regulations, and all renewals of such certificates, as herein provided, shall be duly reported by the Inspector to the Chief Superintendent of Education, and to the High School or Collegiate Institute Board concerned.

APPENDIX D.

GENERAL REGULATIONS FOR THE ORGANIZATION, GOVERNMENT AND DISCIPLINE OF PUBLIC SCHOOLS, AND THE QUALIFICATIONS AND DUTIES OF SCHOOL INSPECTORS, EXAMINERS AND TEACHERS, MONITORS AND PUPILS ; ALSO THE DUTIES OF PUBLIC SCHOOL BOARDS IN THE PROVINCE OF ONTARIO.

Prescribed by the Council of Public Instruction, under the authority of the Act 37 Victoria, chapter 27, section 27, sub-sections 18 to 23.

[NOTE.—These Regulations are provisionally adopted by the Council, subject to future revision.]

I.—TERMS, HOURS OF DAILY TEACHING, HOLIDAYS AND VACATIONS.

1. *Terms.*—There shall be four terms (or quarters) in each year, to be designated the winter, spring, summer and autumn terms. The winter term shall begin the *seventh of January*, and end the *Tuesday next before Easter* ; the spring term shall begin the *Wednesday after Easter*, and close the *fourteenth day of July* ; the summer term shall begin the *sixteenth day of August*, and end the *Friday next before the fifteenth of October* ; the autumn term shall begin the *Monday following the close of the summer term*, and shall end the *twenty-second of December*.

2. *Hours.*—The exercises of the day shall commence not later than *nine o'clock a.m.*, and shall not exceed *six* hours in duration, exclusive of the time allowed at noon for recreation, and of not less than *ten* minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily teaching may be determined upon in any Public School, at the option of the Trustees.

3. *Holidays.*—The Schools shall be taught on all week days during the term except Saturdays, the anniversary of the birth of our Sovereign, Dominion Day, any local Municipal holiday, and such day as may be appointed by competent authority for a Public Fast or Thanksgiving throughout the Province.

4. *Vacations.*—There shall be three vacations in each year ; the first, or spring vacation, shall begin on the *Wednesday next before Easter*, and end on the *Tuesday next after it* ; the second, or summer vacation, shall begin on the *fifteenth day of July* and end on the *fifteenth day of August* inclusive ; and the third, or Christmas vacation, shall commence on the *twenty-third day of December* and end on the *6th of January*.

[NOTE.—No lost time can be lawfully made up by any Teacher on any holiday, or during the vacations ; and if so made up, it must be disallowed by the Inspector.]

5. *All Agreements* between Trustees, Masters and Teachers shall be subject to the foregoing regulations ; and no Master or Teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations, or for sickness, as provided in Regulation Four of the "*Additional Duties of Masters and Teachers.*" Masters and Teachers shall be entitled to the holidays or vacations immediately following the close of their period of service.

II.—RELIGIOUS AND MORAL INSTRUCTION IN THE PUBLIC SCHOOLS.

1. As Christianity is recognised by common consent throughout this Province as an essential element of education, it ought to pervade all the regulations for elementary instruction. The Consolidated Public School Act, section 142, provides that "No person shall require any pupil in any Public School to read or study in or from any religious book, or to join in any exercise of devotion or religion, objected to by his or her parents or guardians. Pupils shall be allowed to receive such religious instruction as their parents or guardians desire, according to any general regulations provided for the organization, government and discipline of Public Schools."

2. In the section of the Act thus quoted, the principle of religious instruction in the Schools is recognised, the restrictions within which it is to be given are stated, and the exclusive right of each parent and guardian on the subject is secured.

3. The Public School being a *day*, and not a *boarding* School, rules arising from domestic relations and duties are not required ; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

III.—OPENING AND CLOSING RELIGIOUS EXERCISES OF EACH DAY.

With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each Public School be opened and closed by reading a portion of Scripture, and by prayer. The Lord's Prayer alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Trustees and Master of each School. But the Lord's Prayer shall form part of the opening exercise, and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Master of the School.

FORMS OF PRAYER :

(BEFORE ENTERING UPON THE BUSINESS OF THE DAY.)

Let us Pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power ; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the Giver of every good and perfect gift, the Fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant that whilst, with all diligence and sincerity, we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation ; that so through Thy mercy we may daily be advanced both in learning and godliness, to the honour and praise of Thy Name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in heaven, hallowed be Thy name ; Thy kingdom come ; Thy will be done in earth as it is in heaven ; give us this day our daily bread ; and forgive us our trespasses, as we forgive them that trespass against us ; and lead us not into temptation ; but deliver us from evil ; for Thine is the kingdom, the power and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, the Love of God, and the Fellowship of the Holy Ghost be with us all evermore. *Amen.*

(AT THE CLOSE OF THE BUSINESS OF THE DAY.)

Let us Pray.

Most merciful God, we yield Thee our humble and hearty thanks for Thy fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning. We pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be prepared to enter on the duties of the morrow with renewed vigour, both of body and mind; and preserve us, we beseech Thee, now and for ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy defend us from all perils and dangers of this night, for the love of Thy only Son, our Saviour, Jesus Christ. *Amen.*

Our Father, which art in heaven, hallowed be Thy name; Thy kingdom come; Thy will be done in earth as it is in heaven; give us this day our daily bread; and forgive us our trespasses as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the kingdom, the power and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

IV.—WEEKLY RELIGIOUS INSTRUCTION BY THE CLERGY OF EACH PERSUASION.

1. In order to correct misapprehension, and define more clearly the rights and duties of Trustees and other parties in regard to religious instruction in connection with the Public Schools, it is decided by the Council of Public Instruction that the clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each School-house, at least once a week, after the hour of *four* o'clock in the afternoon; and if the clergy of more than one persuasion apply to give religious instruction in the same School-house, the Trustees shall decide on what day of the week the School-house shall be at the disposal of the clergyman of each persuasion, at the time above stated. But it shall be lawful for the Trustees and clergyman of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the School.

V.—QUALIFICATIONS AND DUTIES OF PUBLIC SCHOOL INSPECTORS.

Qualifications—Legal obligation to observe Regulations.—Certificates of eligibility for appointment to the office of County, City or Town Inspector of Public Schools, shall hereafter be granted only to Teachers of Public Schools who have obtained, or who shall obtain, First-class Provincial Certificates of Qualification of the highest grade (A).

The School Law (sec. 104) provides that "No Inspector shall be a Teacher or Trustee of any Public, High or Separate School, while he holds the office of Inspector."

1. The Law (sec. 112) also requires each Inspector of Public Schools—

"To act in accordance with the *Regulations* and instructions provided for his guidance" (sub-section 35). He is also "subject to all the obligations conferred or imposed by law * * * according to such instructions as may be given to him from time to time by the Chief Superintendent of Education" (sub-section 1a). He is further required—

"To see that all the Schools are managed and conducted according to law" (sub-section 10).

2. *County and City Inspectors—Full time to be employed.*—Each County and City Inspector shall devote the whole of his time, during the ordinary office hours, to the duties of his office, except during the School holidays and vacations.

3. *The City and Town Inspectors* shall perform such duties as devolve upon them by the School Law and these Regulations, with such additional duties as may be required of them by the Public School Boards, which appoint them. They shall visit the Schools as often as directed by the Board, and, in their visitations, shall be governed by the following regulations (so far as they apply to City or Town Schools):—See Regulations 9, 10 and 19 in this chapter. They shall also keep one or more regular office hours in each day, as fixed by the Board of Trustees, of which public notice shall be given.

4. *Visitation of Schools.*—The County Inspector shall visit every Public and Separate School under his jurisdiction at least once during each half-year. He shall devote, on an average, half a day to the examination of the classes and pupils in each school, and shall record the result of such examination in a book to be kept for that purpose. (See Regulation 6 of this Chapter.) He shall also make inquiry and examination, in such manner as he shall think proper, into all matters affecting the condition and operations of the school, the results of which he shall record in a book, and transmit it, or a copy thereof, annually, on completing his second half-yearly inspection, to the Education Department; but he shall not give any previous notice to the teacher or trustees of his visit. The subjects of examination and inquiry shall be as follows:—

(a) *Mechanical arrangements.*—The tenure of the property; the materials, dimensions and plan of the building; its condition; when erected; with what funds built; how lighted, warmed and ventilated; if any class rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book-presses, &c.; how the desks and seats are arranged and constructed; what arrangements for the teacher; what play-ground is provided;* what gymnastic apparatus (if any); whether there be a well, and proper conveniences for private purposes; and if the premises are fenced or open on the street or road; if shade trees and any shrubs or flowers are planted.

NOTE.—In his inquiries into these matters, the Inspector is especially directed to see whether the law and regulations have been complied with in regard to the following matters (should he discover remissness in any of them, he should at once call the attention of the trustees to it, before withholding the School Fund from the section, with a view to its remedy before his next half-yearly visit):—

(1.) *Size of Section.*—As to the size of the school section, as prescribed by the forty-sixth section of the School Law.

(2.) *School Accommodation.*—Whether the trustees have provided “adequate accommodation for all children of school age [i. e., between the ages of five and twenty-one years] resident in their school division” [i. e., school section, city, town or village], as required by the twenty-sixth (7, 9, 19,) and eighty-sixth (20) sections of the School Act.

(3.) *Space for Air.*—Whether the required space of nine square feet for each pupil, and the average space for one hundred cubic feet of air for each child have been allowed in the construction of the school-house and its class rooms.† (See Regulation 9, *Duties of Trustees.*)

(4.) *Well; Proper Conveniences.*—Whether a well or other means of procuring water is provided; also, whether there are proper conveniences for private purposes of both sexes on the premises; and whether the regulations in regard to them, contained in Regulation 6 of the “*Duties of Masters*,” and Regulation 9 of the “*Duties of Trustees*,” are observed.

(b) *Means of Instruction.*—He shall see whether the authorized text books are used in the several classes, under the heads of Reading, Arithmetic, Geography, &c.; whether suffi-

* *Size of School Grounds.*—The school grounds, wherever practicable, should in the rural sections embrace an acre in extent, and not less than half an acre, so as to allow the school-house to be set well back from the road, and furnish play-grounds within the fences. A convenient form for school grounds will be found to be area of ten rods front by sixteen rods deep, with the school-house set back four or six rods from the road. The grounds should be strongly fenced, the yards and outhouses in the rear of the school-house being invariably separated by a high and tight board fence; the front grounds being planted with shade trees and shrubs. For a small school, an area of eight rods front by ten rods deep may be sufficient, the school-house being set back four rods from the front.

† *Ventilation* becomes easy as soon as it is known that it is embraced in these two essential operations, viz.: 1st, to supply fresh air; 2nd, to expel foul air. It is evident that fresh air cannot be crowded into a room unless the foul air is permitted to pass freely out; and certainly the foul air will not go out unless fresh air comes in to fill its place. It is useless to open ventilating flues when there is no means provided to admit a constant supply of fresh air from without.

Temperature.—In winter, the temperature during the first school hour in the forenoon or afternoon should not exceed 70°, nor 66° during the rest of the day.

cient and suitable Apparatus are provided, as Tablets, Maps, Globes, Blackboards, Models, Cabinets, &c.

(c) *Organization*.—Arrangement of classes ; whether each child is taught by the same teacher ; if any assistant or assistants are employed ; to what extent ; how remunerated, and how qualified.

(d) *Discipline*.—Hours of attendance ; usual ages of pupils ; if the pupils change places in their several classes, and whether they are marked at each lesson, or exercise, according to their respective merits ; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only ; what system of merit marks, or records of standing (if any) is used ; whether corporal punishments are employed—if so, their nature, and whether inflicted publicly or privately ; what other punishments are used (see Regulations 3 and 4, "*Duties of Masters*," and 3, "*Duties of Assistant Teachers*") ; whether attendance is regular ; how many attend one month—how many two, three, or more months, &c. ; is school opened and closed with reading and prayer, as provided in the Regulations ; whether the Ten Commandments are regularly taught, as required, and what separate religious instruction is given, if any.

(e) *Methods of Instruction*.—Whether simultaneous or individual, or mixed ; if simultaneous (that is, by classes), in what subjects of instruction ; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects ; to what extent the intellectual, or the mere rote method, is pursued, and on what subjects ; how far the interrogative method only is used ; how the attainments in the lessons are variously tested in the daily recitations and the quarterly examinations—by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

(f) *Attainments of Pupils*.—1. *In Reading* ; whether the higher pupils can read with ordinary facility only, or with ease and expression, as prescribed in the programme. 2. *Spelling* ; whether they can spell correctly, and give the meaning and derivation of words. 3. *Writing* ; whether they can write with ordinary correctness, or with ease and elegance. 4. *Drawing* ; linear, ornamental, architectural, or geometrical ; whether taught, and in what manner. 5. *Arithmetic* ; whether acquainted with the simple rules, and skilful in them ; whether acquainted with the tables of moneys, weights, and measures, and skilful in them ; whether acquainted with the compound rules, and skilful in them ; whether acquainted with the higher rules, and skilful in them. 6. *Book-keeping* ; how far taught. 7. *English Grammar* ; whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing. 8. *Composition* ; whether acquainted with the grammatical structure of the language by frequent composition in writing, and the critical reading and analysis of the reading lessons in both prose and poetry. 9. *Geography and History* ; whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 10. *Christian Morals and elements of Civil Government* ; how far taught and in what manner. 11. *Algebra and Geometry* ; how many pupils, and how far advanced in ; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the way of solving each problem and demonstrating each proposition. 12. *Elements of Natural Philosophy, Chemistry, Agriculture and Natural History*, as prescribed in the programme ; whether taught ; what apparatus for teaching them ; how many pupils in each. 13. *Vocal Music* ; whether taught, and in what manner. The order of questions is to be suggested by the nature of the subject. The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any or all of the foregoing and kindred subjects, must, of course, depend on circumstances.

(g) *Miscellaneous*.—How many pupils have been sent to the High School during the year. 2. Whether a visitors' book and register are kept, as required by law. 3. Whether the *Journal of Education* is regularly received by the trustees. 4. Whether the pupils have been examined before being admitted to the School, and arranged in classes, as prescribed by the Regulations ; and whether the required public examinations have been held. 5. What prizes or other means are offered to excite pupils to competition and study ; and whether the merit system of cards issued by the Department is employed. 6. *Library*.—Is a library maintained in the section ; number of volumes taken out during the year ; are books covered and labelled as required ; are books kept in library case ; is catalogue kept for reference by applicants ; are fines duly collected, and books kept in good order ; are library regulations observ-

ed. 7. How far the course of studies and method of discipline prescribed according to law have been introduced, and are pursued in the school; and such other information in regard to the condition of the school as may be useful in promoting the interests of Public Schools generally.

5. *Authority of an Inspector in a School.*—The authority of an Inspector in a school, while visiting it, is supreme; the masters, teachers, and pupils, are subject to his direction; and he shall examine the classes and pupils, and direct the masters or teachers to examine them, or to proceed with the usual exercises of the school, as he may think proper, in order that he may judge of the mode of teaching, management and discipline in the school, as well as of the progress and attainments of the pupils.

6. *Procedure in the Visitation of Schools.*—On entering a school, with a view to its inspection, and having courteously introduced himself to the teacher, if a stranger, or, if otherwise, having suitably addressed him, the Inspector shall:

(1.)—Note in the Inspector's book, the time of his entrance; and on leaving, the time of his departure from the school.

(2.)—See whether the business going on corresponds with that assigned to that particular hour on the time-table, and generally whether the arrangements which it indicates agree with the prescribed programme of studies, and are really carried out in practice. If not, he should at once privately notify the master or teacher of the omission, and the penalty for neglect to observe the Regulations.

(3.)—Examine the registers, and other School records, and take notes of the attendance of pupils, number of classes in the schools at the time of his visit, &c,

(4.)—Observe the mode of teaching, the management of the school, and generally its tone and spirit; also whether the bearing, manner, and language of the teacher, his command over the pupils, and their deportment at the time of his visit, are satisfactory.

7. *Intercourse with Teachers and Pupils.*—In his intercourse with masters and teachers, and during his visit to their schools, the Inspector should treat them with kindness and respect, counselling them privately on whatever he may deem defective or faulty in their manner and teaching; but by no means should he address them authoritatively, or in a fault-finding spirit, in the presence or hearing of the pupils.

8. *See to Attendance of Children at School.*—The Inspector should see that the provisions in the twenty-sixth (19) and hundred and fifty-sixth and following sections of the School Act, in regard to the right of every child in the municipality under his jurisdiction to attend some school, are not allowed to remain a dead letter; but he should, when necessary, frequently call attention to the subject, and examine the school census of the section or division.

9. *Teachers visiting other Schools.*—County and City Inspectors shall have authority to allow teachers to visit schools, under the restrictions contained in Regulation 8 of the "*Additional Duties of Masters and Teachers.*"

10. *Payments to Teachers' Superannuation Fund.*—The hundred and twelfth (5), and hundred and fourteenth (19) sections provide for the collection by County, City and Town Inspectors of the superannuation money from the teachers, and the transmission of the same to the Education Department. This may be done in registered letters, or by deposit to the credit of the Chief Superintendent of Education, in any of the branches of the Bank of Commerce or the Royal Canadian Bank. In this latter case the deposit Certificate should be transmitted, with the list of names, without delay, to the Education Department.

[NOTE.—If the Board of Trustees' in cities and towns prefer it, they can direct the treasurer to deduct the full amount of the male teachers' half yearly subscription in one sum from the salaries payable to such teachers, and transmit it, as above, through the Inspector (who is by law responsible for the performance of this duty) to the Department.]

11. *Granting Special Certificates.*—The School Law section one hundred and twelve, sub-section 24) authorizes Inspectors "to give any candidate, *on due examination*, according to the programme authorized for the examination of teachers, a certificate of qualification to teach school within the limits of the charge of the Inspector, until (but no longer than) the next ensuing meeting of the Board of Examiners of which such Inspector is a member; no such certificate shall be given a second time, or be valid if given a second time, to the same person in the same county." In giving effect to this provision of the Act, Inspectors will observe: (1) that they are required to examine all candidates desiring special certificates; (2) that they are not authorized to grant "permits," or endorse as good any previous certifi-

cates of the applicant, unless under general regulations herein provided ; (3) that the special certificates given can only have the value of those of the third-class and be valid "within the limits of the charge of the Inspector ;" (4) that under no circumstances can they give a special certificate to a teacher who has already previously received one from any Local Superintendent or Inspector in the same county ; and (5) that no certificate can be given to a teacher who has been rejected by the Board of Examiners, unless by consent of the Board and of the Chief Superintendent.

12. *Suspension of Certificates.*—When an Inspector finds it necessary to suspend the certificate of a master or teacher, he should not do so on the mere report of improper conduct, immorality or incompetency, but he should give the master or teacher due notice of the charge against him, and afford him a full opportunity for defence ; and he should also examine carefully into the alleged facts of the case, and, if necessary, visit the school and assure himself personally of their truth before proceeding to suspension.

[NOTE.—Officers required by law to exercise their judgments are not answerable for mistakes in law, or mere errors of judgment, without any fraud or malice.]

13. *Supply of Blank Forms of Returns.*—Inspectors are responsible for obtaining blank reports from the Education Department, at the proper periods of the year, and supplying them to the Public Schools, and also for the prompt despatch of the blank forms of yearly and half-yearly returns directly to the trustees ; and the trustees are equally responsible (in addition to the penalty imposed by law) for the delivery of the returns and reports to their Inspector, within ten days after the close of the year or half-year.

14. *Returns of attendance of Pupils.*—The Inspector should see that the aggregate attendance of each school is correctly added up, and divided by the divisor for the half-year, and that no lost time is made up by teaching on Saturdays, or other holidays or vacations. See note to Regulation 4 of "*Terms, Hours of Teaching,*" etc.) Under Regulation 8 of the "*Additional Duties of Masters and Teachers,*" teachers may employ certain days in the year in visiting other schools. In order that the school may not lose a corresponding proportion of the School Fund, the Inspector is authorized to add a proportionate amount of average attendance for time so employed, or by using a smaller divisor. After having examined and tested the correctness of the return, the Inspector should file away and carefully preserve it, so that it may be handed over, with other school documents, to his successor, when he retires from office.

15. *Checks against incorrect Returns.*—The half-yearly return of the pupils' names, and number of days on which they attended during each month, will be a check against false or exaggerated returns ; as the Inspector can, in his visit to any school, take the return with him, compare it with the school register, and make any further inquiries he may deem necessary. He should also, at his visits to the school, take notes in his book of the school attendance, &c. The return, carefully compiled, will furnish materials for the statistical tables in the Inspector's report, and will show at what periods of the year the attendance of pupils at the schools is the largest, and how many attend school two, four, six, &c., months of the year, as required under the compulsory sections of the Act.

16. *Apportionment of School Grant.*—The returns in the trustees' half-yearly reports must form the basis for apportioning the School Fund to the several public schools of each township. The Legislative Grant forms the School Fund for the first half-year, and the Municipal Assessment the School Fund for the second half-year. The Inspector is required to apportion each half-year's School Fund to every section, whether the school be in operation or not, for that half-year. In making the apportionment, the attendance of non-resident* pupils (authorized by the one hundred and forty-sixth section of the Consolidated School Act,) is to be

* *Non-resident pupils* are those whose parents or guardians are not residents of the section or school division. Such pupils do not become residents by boarding in the section or division while attending school, until the expiration of a year. (This rule does not apply to apprentices, or to parties who move into the section with a view to become *bona fide* residents.) A ratepayer in the section or division employing temporarily a minor (whose parents or guardians reside outside of the section, &c.) cannot lawfully report such minor in the school census, nor claim to send him as a resident unless he is duly apprenticed to such ratepayer. Adopted children and orphans, having guardians who are *bona fide* residents, and other children who are *bona fide* residents of the school section or division, not having parents or guardians, shall not be admitted until the guardian, adopted parent, friend, or person with whom they reside, shall furnish the trustees with satisfactory evidence of such adoption, guardianship or *bona fide* residence.

reckoned as belonging to the section in which they are actual residents, and not to the section in which they may attend school. See Regulation 15 of "*Duties of Trustees.*"

17. *Cheques to Teachers.*—Any cheques for school money due a section, must be made payable to the (qualified) teacher or his order, and to no other person (see hundred and twelfth (4) section of the School Act); and no cheque can be given to such teacher except by an order signed by a majority of the trustees of the school section, and attested by a lawful corporate seal, and then only for the time during which the teacher has held a legal certificate of qualification, not cancelled, suspended, recalled or expired. (See twenty-sixth (12) and ninetieth sections of the School Act.) In giving cheques to male teachers the half-yearly payment of two dollars to the Superannuated Teachers' Fund must be deducted by the Inspector. (See Regulations 10 and 25 of this chapter.)

18. *Use of Authorized Text Books.*—Inspectors are required by law [section 112 (10)] to see that the law and regulations on the subject of text books are carried out.

19. *The Inspector an Umpire, and ex-officio Examiner.*—The law virtually makes Inspectors umpires in all arbitrations relating to school sites, and differences of opinion between auditors in regard to school section accounts. It also authorizes them to call the meetings of Reeves and Inspectors, for the formation or alteration of union school sections and requires them to transmit to the township clerk information of all such changes as they may make in the boundaries of school sections. It further authorizes them to settle all local school disputes, school elections, &c., subject to an appeal to the Education Department against their decision. The Inspectors are also members of the Board of Examiners for the examination of teachers, also for the admission of pupils to the High Schools.

20. *Chairman of Examining Board.*—The Inspector shall act as Chairman of the Board of Examiners, and shall perform such other duties as are prescribed for him in the *Powers and Duties of Public School Examiners*; and the Inspector shall notify the Education Department, at least two weeks before the half-yearly examination, of the number of copies of the examination papers which will be required for his county, city or town.

21. *As to School Meetings and Elections.*—The law requires County Inspectors to decide upon any complaints which may be made within twenty days in regard to the election of (rural) School Trustees, or in regard to any proceedings at School meetings. The law declares that the decision must be either "to confirm" or "set aside" the election or proceeding (subject to an appeal to the Chief Superintendent), and not to dismiss the complaint, or refuse to entertain it. If the proceedings be set aside, a reasonable time should be allowed to permit the parties concerned to appeal before calling another meeting, or otherwise carrying out the decision of the Inspector. The decision should be given as soon as possible, but not necessarily within the twenty days. A reasonable time may be taken by the Inspector to investigate the complaint, and if he desires it, to apply to the Chief Superintendent for advice on any doubtful point.

22. *To decide Cases and give Counsel and Advice.*—The Inspector should promptly adjudicate upon all cases submitted to him, after hearing both sides, and give such counsel and advice (in harmony with the School Law and Regulations) as shall in his judgment best promote the interests of the Schools, and prevent disputes and litigation in various neighbourhoods.

23. *Conditions of Payment of Inspector's Salary.*—The proportion of each County Inspector's salary, payable by the Government, will be certified quarterly to the Provincial Treasurer by the Chief Superintendent, on the following conditions:—

(1) That the name and address of the Inspector appointed by the County Council has been duly certified to the Education Department by the County Clerk.

(2) That such Inspector possesses a legal certificate of qualification from the Education Department.

(3) That he has faithfully performed the duties of his office during the time specified in regulation 2 of this chapter, and in the manner prescribed by the law and regulations.

(4) That he has promptly transmitted half-yearly to the Education Department, with the names of the teachers (to be afterwards certified from his cheques by the County Auditors at the end of each year), the semi-annual subscriptions to the Superannuated Teachers' Fund by the male teachers under his jurisdiction.

(5) That the required reports and returns have been duly sent in to the Education

Department, and found to be correct (including his annual special report on each School, as provided for in regulation 5 of this chapter).

[NOTE.—Each Public or Separate School-house in use for a School in a legally established (or duly recognised) School section or division, within the jurisdiction of the Inspector, shall be counted as one School (whether such School be in actual operation or temporarily closed for not longer than six months). And each department of a School, with a register of its own, and taught in a separate room or flat of a building, so as to involve the additional oversight and examination of an ordinary School, on the part of an Inspector at his official visits, shall also be counted as one School; but a School with one or more departments, when closed, shall only be regarded as one School, for the time limited above—beyond which time no School which is closed shall be counted.]

VI.—QUALIFICATIONS AND DUTIES OF PUBLIC SCHOOL EXAMINERS.

1. *Law respecting the Constitution and Payment of the Board.*—The School Law provides that every County Council (section 115), and every City Public School Board, shall appoint a county or city Board of Examiners, for the examination and licensing of teachers, in accordance with the regulations provided by law, consisting of the county or city Inspector (as the case may be), and two or more other competent persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction; in no such Board shall the number of members exceed five; in all cases the majority of the members appointed shall constitute a quorum for the transaction of business; and the payment of their expenses is to be provided for by the County Council or City School Board (section 117).

2. *Qualifications.*—The Examiners shall be appointed annually from among persons holding the legal certificates of qualification granted by the Education Department. [School Acts, 37 Vict., chap. 28, section 115*a*; and chap. 27, sec. 27 (21).] All Head Masters of Grammar or High Schools, and those Graduates in Arts who have proceeded regularly to their degrees in any University in the British Dominions, and have taught in a College or School not less than three years; all candidates for Degrees in Arts in the Universities of the United Kingdom, who, previously to the year 1864, possessed all the statutable requisites of their respective Universities for admission to such degrees, and have taught in a College or School not less than three years; and all Teachers of Common or Public Schools who have obtained First-class Provincial Certificates of qualification, or who may obtain such certi-

NOTE.—*Certificates of Eligibility.*—Candidates entitled to Certificates of Eligibility as County or City Inspectors or Examiners, will receive them on application to the Education Department, and no appointment will be recognised as valid unless the person holds such certificate.

ificates under the provisions of the present law, shall be considered as legally qualified to be appointed members of a County or City Board of Examiners, without further examination, on their obtaining from the Education Department, for the satisfaction of the County Council or City Board, a certificate of their having complied with this regulation, and being eligible under its provisions.

3. *Granting of Certificates.*—The duties and powers of the Examiners, and the conditions under which certificates are to be granted, are contained in the hundred and eighteenth and following sections of the Act.

4. *Meetings of Examiners.*—The presiding Inspector shall convene meetings of the Examiners, for the purpose of arranging and determining on all matters relative to the examinations, and he shall preside at all such meetings, or, in his absence, any other Inspector present shall preside; or should no Inspector be present, the Examiners may elect their own temporary chairman.

5. *Obligation of Examiners.*—Each Examiner, by his acceptance of office, binds himself in honour to give no information to candidates, directly or indirectly, by which the approaching examination of that candidate might be affected.

6. *Suspended Certificates—Appeals.*—The Board of Examiners shall investigate all cases of appeal to it, against the act of the Inspector in suspending a teacher's second or third-class certificate, and shall transmit to the Chief Superintendent, through the Inspector, its report, together with the evidence taken thereon, in the case of second class certificates (which are Provincial in their character), and the Chief Superintendent shall either confirm

or annul such suspension of a second-class certificate, but the action of the Board of Examiners shall be final with respect to third-class certificates.

VII. EXAMINATION OF CANDIDATES FOR CERTIFICATES AS PUBLIC SCHOOL TEACHERS AND MONITORS.

(1.) *General Regulations for the Annual Examination.*

1. *Time and place of Examination.*—The yearly examination of candidates for second and third-class certificates shall be held in each County Town, on a day to be fixed by the Chief Superintendent, in the month of July, in each year, and shall continue for not more than six hours each day for five days. It shall be held in such building as may be appointed by the Inspector, who shall give at least three weeks' public notice thereof in such manner as he shall deem expedient. The examination of candidates for first-class certificates shall be held at the same place on the Tuesday next after the close of the other examination; but all candidates for first-class certificates, who do not already possess second-class Provincial certificates, shall be required to previously pass the examination for such second-class certificate.

2. *Notice and Testimonials.*—Every candidate who proposes to present himself at any examination, shall send in to the presiding Inspector, at least three weeks before the day appointed for the commencement of the examination, a notice stating the class of certificate for which he is a candidate, and the description of certificate he already possesses, if any; such notice to be accompanied by the testimonial required by the programme.

3. *Inspector to Preside—His Duties.*—The Inspector shall be Chairman of the Board of Examiners, and as such shall receive and be responsible for the safe keeping, unopened, of the examination papers until the day of the examination. He shall also, at the close of the examination of candidates for first-class certificates, seal up separately, and transmit without delay, to the Education Department (by express, prepaid and receipted), the answers received from each candidate, together with all certificates of character, ability and experience in teaching, which such candidates may have presented to the Board. He shall further see that the written answers received from candidates for second and third-class certificates, and all reports thereon, as approved by the Board, together with the list of certificates issued by it, are also, as soon as possible after the close of the examinations, transmitted by express, prepaid to the Education Department.

4. *Declaration of Examiners.*—The presiding Inspector shall transmit to the Chief Superintendent, on the first day of the examination, a copy of the following declaration, signed by himself and the other Examiners (but such declaration shall not be required more than once from any examiner):—

“I solemnly declare that I will perform my duty of examiner without fear, favour, affection or partiality towards any candidate, and that I will not allow to any candidate any advantage which is not equally allowed to all.”

5. *Proceedings at Examination.*—The Inspector shall preside at the opening of the examination; and, at 9 o'clock on the morning of the first day, in the presence of such of his colleagues as may be there, and of the candidates, he shall break the seal of the package of examination papers received for that examination from the Education Department. He shall also break open the seal of each additional packet of examination papers as required, in the presence of a co-Examiner and of the candidates. He shall further see that at least one Examiner is present during the whole time of the examination, in each room occupied by the candidates. He shall, if desirable, appoint one or more of his co-Examiners (1) to preside at the examination in any of the subjects named in the programme; (2) to read and report upon the answers as they are received; but under no circumstances shall a certificate of qualification be awarded to any candidate until the report of his answers, together with his certificates of character and service, etc., shall have been considered and approved by a majority of the Board, the Inspector being present.

6. *Viva voce and Special Examinations in certain subjects.*—The Board of Examiners shall subject the candidates to *viva voce* examination in reading, of the result of which a record shall be made. It shall also have authority to obtain the services of special Examiners in vocal music and linear drawing, in case members of the Board are not familiar with these subjects. The report of the Examiners on these subjects shall be in writing; addressed to the Inspector.

The payment for such services shall be certified by the Inspector to the County Treasurer or Secretary of the City Public School Board, under the authority of the hundred and seventeenth section of the School Act.

7. *Appeals from Decisions of Local Examiners.*—Any Teacher who may have been examined by a County or City Board, and any Trustee or Head Master of a High School or Collegiate Institute, shall have the right to appeal to the Chief Superintendent against the decision of a Local Board of Examiners or of a Public or High School Inspector. Every such appeal shall be made in writing to the Chief Superintendent within two weeks from the time when the decision of the Local Board or Inspector is known to the appellant, and not later than one month after the decision itself was communicated to the Teacher or Board concerned. A copy of the appeal, with full particulars of objections, shall be sent by the appellant to the Board or presiding Inspector. No appeal shall be entertained by the Chief Superintendent which is not made in accordance with these regulations.—37 Vic. chap. 27, sec. 32 (2).

8. *Examination to be on Paper—Drawing—Music.*—The examination, except in reading, shall be conducted wholly on paper. A written examination in the *principles* of linear drawing and vocal music will be required of all candidates. The further special examination in linear drawing, on the blackboard, and practice of vocal music, provided for in Regulation 10 of the *Powers and Duties of Examiners*, is at the discretion of each Board.

9. *Information for Chief Superintendent.*—The presiding Inspector shall furnish to the Chief Superintendent full returns and other information in all matters relating to the results of the examinations, and any points relative to the examinations, on which a majority of the Examiners do not agree, shall be referred to the Chief Superintendent for decision.

10. *Directions as to the Papers of Candidates.*—The candidates, in preparing their answers, will write only on one page of each sheet. They will also write their names on each sheet, and having arranged their papers in the order of the questions, will fold them once across and write on the outside sheet their names, and the class of certificate for which they are competing. After the papers are once handed in, the Examiners will not allow any alteration thereof, and the presiding Inspector is responsible for the subsequent safe-keeping of the same, until he has transmitted them, with all surplus Examination Papers, to the Education Department.

11. *Punctuality in Proceeding.*—The presiding Inspector or Examiner must be punctual to the moment in distributing the papers and in directing the candidates to sign their papers at the close of the allotted time. No writing, other than the signature, should be permitted after the order to sign is given. The candidates are required to be in their allotted places in the room before the hour appointed for the commencement of the examination. If a candidate be not present till after the commencement of the examinations, he cannot be allowed any additional time on account of such absence.

12. *Two Examiners for each Paper.*—In examining the answers of candidates, two Examiners at least should look over and report on each paper.

13. *Marking Values of Answers.*—The Central Committee of Examiners appointed by the Council of Public Instruction will, in a paper, assign numerical values to each question or part of a question, according to their judgment of its relative importance. The local Examiners will give marks for the answers to any question in correspondence with the number assigned to the question and the completeness and accuracy of the answer.

14. *Marks required for a Certificate.*—In order that a candidate may obtain a Second-class Certificate, the sum of his marks must amount, for grade A, to at least two-thirds, and for grade B, to one half of the aggregate value of all the papers; in both cases great importance should be attached to accurate spelling. The candidate must also obtain for grade A, two-thirds, and for grade B, one-half of the marks assigned to *each* of the subjects of *Arithmetic and Grammar*. In order to obtain a Third-class Certificate, the marks must be not less than one-half of the aggregate value of all the papers for certificates of that rank. A candidate for a Second class Certificate, who fails to obtain it, may be awarded a Third-class Certificate, provided such candidate obtains what would be equivalent to fully one-half of the aggregate value of all the papers for a Third-class Certificate.

15. *Arrangement of Names.*—The names of successful candidates shall be arranged alphabetically, in classes and grades.

16. *Penalty for Copying—Evidence.*—In the event of a candidate copying from another,

or allowing another to copy from him, or taking into the room any books, notes, or anything from which he might derive assistance in the examination, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room, neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence of such case be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case at a general meeting of the Examiners who shall reject the candidate if they deem the evidence conclusive.

(2.) *Conditions required of Candidates for Certificates.*

1. *Third Class—Age and Character.*—To be eligible for examination for a Third-class (County) Certificate, the Candidate, if a female, must be sixteen years of age; if a male, must be eighteen years of age; and must furnish satisfactory proof of temperate habits and good moral character.

2. *Second Class—Age, Character and Experience.*—Candidates for Second-class (Provincial) Certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a School three years, except in the special cases hereinafter provided. The Candidate must also have previously obtained either a Third-class Certificate under the present system of examinations, or a First or Second-class Certificate under the former system.

3. *First Class—Age, Character and Experience.*—A Candidate for a First-class (Provincial) Certificate must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a School five years, or two years, if during that period he has held a Second-class Certificate, granted under these regulations, and all Candidates for First-class Certificates, who do not already possess Second-class Provincial Certificates, shall be required to previously pass the examination for such Second-class Certificate.

4. *Teachers for French and German Settlements.*—In regard to teachers in French or German settlements, a knowledge of the French or German Grammar respectively may be substituted for a knowledge of the English Grammar, and the certificates to the Teachers expressly limited accordingly. The County Councils within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language, at the annual examinations.

(a) *Candidates from the Normal School—When eligible.*—Attendance at the Normal School for Ontario, with the required practice in the Model Schools, and passing the requisite examinations for a First-class Certificate shall be equivalent to teaching five years in a Public or Private School; so also attendance at the Normal School, with the required practice at the Model School, and passing the requisite examinations for a Second-class Certificate, shall be considered equivalent to teaching three years in a Public or Private School. But those Normal School students only shall be eligible to compete for First or Second class Provincial Certificates, who shall have successfully passed a terminal examination in the subjects prescribed in the programme, and received a Normal School Certificate to that effect.

(3) *Value and Duration of Certificates.*

1. *First and Second Class.*—First and Second-class Certificates are valid during good behaviour, and throughout the Province of Ontario. A First class Certificate of any grade renders the holder eligible for the office of Examiner of Public School Teachers; that of the highest grade (A) renders the holder eligible for the office of Public School Inspector. Certificates of eligibility for these offices are to be obtained on application at the Education Office.

2. *Third Class.*—Third-class Certificates are valid only in the County where given or endorsed, and for three years only, and not renewable except on the recommendation of the County Inspector; but a Teacher holding a Third Class Certificate, may be eligible in less than three years for examination for a Second-class Certificate on the special recommendation of his County Inspector.

3. Third-class Certificates shall only be endorsed by a Public School Inspector having

jurisdiction, at the request in writing of a School Corporation, and on condition that the holder present a certificate of good moral character, signed by a clergyman, within a month of the date of such application.

4. A Third-class Certificate shall be endorsed but once by the same Inspector, and in no case by more than two Public School Inspectors, nor shall it be endorsed in a County in which the holder had previously held one of the same grade.

(4) *Qualifications of Monitors and Assistants—Their Certificates.*

Inspector may grant Certificates—Conditions.—At the request in writing of any Public or Separate School Corporation, a Public School Inspector may admit to examination any senior pupil or other candidate for the position of Monitor or Assistant in such School, on the following conditions :—

(a) The pupil or other candidate shall present to the Inspector a certificate of good moral character signed by a clergyman.

(b) The subjects of examination for the position of Monitor shall be Reading, Writing, Spelling and the elementary parts of Grammar, Geography, and Arithmetic.

(c) The subjects of examination for the position of Assistant Teacher, shall be those prescribed for Third Class-certificates.

N.B.—A competent knowledge of those subjects, at the discretion of the Inspector shall be required.

(d) No candidate shall be admitted to examination for a Monitor's certificate under fifteen years of age, or from a lower class than the Fourth ; nor for a certificate as an assistant under sixteen years of age, or from a lower class than the Fifth.

Duration of such Certificates.—No certificate shall be given for a longer period than one year. Such certificate may be specially renewed for twelve months at the discretion of the but no certificate shall be granted a third time without re-examination.

Inspector may suspend or Cancel.—A certificate may be suspended or cancelled at the discretion of the Inspector, for any cause which he may deem sufficient to warrant it.

Report to Chief Superintendent.—All certificates granted, suspended or cancelled, and all other information desired, shall be duly reported by the Inspectors to the Chief Superintendent of Education. 37 Vict., chap. 27, secs. 112 (27), and 114 (18.)

(5) *Minimum Qualifications required for Teachers' Certificates.*

1. *Third-class County Certificates.*

Reading.—To be able to read any passage selected from the authorized Reading Book^s intelligently, expressively, and with correct pronunciation.

Spelling.—To be able to write correctly any passage that may be dictated from the Reading Book.

Etymology.—To know the prefixes and affixes (Authorized Spelling Book, pp. 154–169.)

Grammar.—To be well acquainted with the elements of English Grammar, and to be able to analyze and parse, with application of the rules of Syntax, any ordinary prose sentence (Authorized Grammar.)

Composition.—To be able to write an ordinary business letter correctly, as to form, modes of expression, &c.

Writing.—To be able to write legibly and neatly.

Geography.—To know the definitions (Lovell's General Geography), and to have a good general idea of physical and political geography, as exhibited on the maps of Canada, America generally, and Europe.

History.—To have a knowledge of the outlines of Ancient and Modern History (Collier), including the introductory part of the History of Canada, pp. 5–33 (Hodgins).

Arithmetic.—To be thoroughly acquainted with the Arithmetical Tables, Notation and Numeration, Simple and Compound Rules, Greatest Common Measure and Least Common Multiple, Vulgar and Decimal Fractions and Proportion, and to know generally the reasons of the processes employed ; to be able to solve problems in said rules with accuracy and neatness. To be able to work, with rapidity and accuracy, simple problems in Mental Arithmetic (Authorized Text Book). To be able to solve ordinary questions in Simple Interest.

Education.—To have a knowledge of School Organization and the classification of pupils, and the School Law and Regulations relating to Teachers.

2. *Second-class Provincial Certificates.*

Reading.—To be able to read intelligently and expressively a passage selected from any English author.

Spelling.—To be able to write correctly a passage dictated from any English author.

Etymology.—To know the prefixes, affixes, and principal Latin and Greek roots. To be able to analyze etymologically the words of the Reading Books (Authorized Spelling Book).

Grammar.—To be thoroughly acquainted with the definitions and grammatical forms and rules of Syntax, and to be able to analyze and parse, with application of said rules, any sentence in prose or verse (Authorized Text Books).

Composition.—To be familiar with the forms of letter-writing, and to be able to write a prose composition on any simple subject, correctly as to expression, spelling and punctuation.

Writing.—To be able to write legibly and neatly a good running hand.

Geography.—To have a fair knowledge of physical and mathematical geography. To know the boundaries of the Continents; relative positions and capitals of the countries of the world, and the positions, &c., of the Chief Islands, Capes, Bays, Seas, Gulfs, Lakes, Straits, Mountains, Rivers, and River-slopes. To know the forms of government, the religions and the natural products and manufactures of the principal countries of the world (Lovell's General Geography).

History.—To have a good knowledge of general, English and Canadian History (Collier and Hodgins).

Education.—To be familiar with the general principles of the science of Education. To have a thorough knowledge of the approved modes of teaching Reading, Spelling, Writing, Arithmetic, Grammar, Composition, Geography, History, and Object Lessons. To be well acquainted with the different methods of School Organization and Management—including School Buildings and arrangements, classification of pupils, formation of time and limit tables, modes of discipline, &c. To give evidence of practical skill in teaching.

School Law.—To have a knowledge of the School Law and Official Regulations relating to Trustees and Teachers.

Music.—To know the principles of Vocal Music.

Drawing.—To understand the principles of Linear Drawing.

} See Regulation 8 in this section.

Book-keeping.—To understand Book-keeping by single and double entry.

Arithmetic.—To be thoroughly familiar with the Authorized Arithmetic in theory and practice, and to be able to work problems in the various rules. To show readiness and accuracy in working problems in Mental Arithmetic.

Mensuration.—To be familiar with the principal Rules for Mensuration of Surfaces.

Algebra.—To be well acquainted with the subject as far as the end of section 153, page 129, of the Authorized Text Book (Sangster).

Euclid.—Books I. II. with problems.

NOTE.—For female Teachers only the first book of Euclid is required.

Natural Philosophy.—To be acquainted with the properties of matter and with Statics, Hydrostatics and Pneumatics, as set forth in pages 1-100, Sangster's Natural Philosophy, Part I.

Chemistry.—To understand the elements of Chemistry, as taught in the first part of Dr. Ryerson's First Lessons in Agriculture, pages 9-76.

Botany.—To be familiar with the structure of plants, &c., and the uses of the several parts (First Lessons in Agriculture).

Human Physiology.—Cutter's First Book on Anatomy, Physiology and Hygiene.*

3. *Additional for Second-class Teachers who desire Special Certificates for Teaching Agriculture under Section twenty-seven of the School Act, 37 Vic. Chap. 27.*

* The following little works are also highly recommended for perusal, both by Teachers and Pupils, viz. :—"The House I Live In," by T. C. Girtin, Surgeon (Longmans), and "Our Earthly House and its Builder" (Religious Tract Society).

Natural History.—General view of Animal Kingdom—Characters of principal classes, orders and genera—(Gosse's Zoology for Schools, or Wood's Natural History).

Botany.—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada—(Gray's How Plants Grow).

Agricultural Chemistry.—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of Crops—Agricultural and Domestic Economy, &c. (Dr. Ryerson's First Lessons in Agriculture).

4. *First-class Provincial Certificates.*

Reading.—To be able to read intelligently and expressively a passage selected from any English author.

Spelling.—To be able to write correctly a passage dictated from any English author.

Etymology.—As for Second class Teachers.

Grammar.—To be thoroughly acquainted with the subject, as contained in the Authorized Text Books.

Composition.—As for Second-class Teachers.

English Literature.—To have a general acquaintance with the history of English Literature (Collier).

Writing.—As for Second-class Teachers.

Geography.—As for Second-class Teachers, and in addition to possess a special knowledge of the Geography of British America and the United States, including the relative positions of the Provinces and States, with their capitals; to understand the structure of the crust of the earth; use of the globes (Lovell's General Geography, and Keith on the Globes).

History.—General English and Canadian (Collier and Hodgins).

Education.—As for Second-class Teachers, and in addition to possess a good knowledge of the elementary principles of Mental and Moral Philosophy; and to be acquainted with the methods of teaching all the branches of the Public School course.

School Law.—To be acquainted with the Law and Official Regulations relating to Trustees, Teachers, Municipal Councils, and School Inspectors.

Music.—To know the principles of Vocal Music.

Drawing.—To evince facility in making perspective and outline sketches of common objects on the blackboard.

Book-Keeping.—As for Second class Teachers.

Arithmetic.—To know the subject as contained in the Authorized Arithmetic, in theory and practice, to be able to solve problems in arithmetical rules with accuracy, neatness and despatch. To be ready and accurate in solving problems in Mental Arithmetic.

Mensuration.—To be familiar with the rules for Mensuration of Surface and Solids.

Algebra.—To know the subject as contained in the Authorized Text Book completed.

Euclid.—Books I., II., III., IV., Definitions of V., and Book VI. with exercises.

NOTE.—For female teachers, the first book only of Euclid is required. If, however, the candidate desires a certificate of eligibility as an Examiner, the same examination must be passed in Euclid as is required of male teachers.

Natural Philosophy.—As for Second-class Teachers; and, in addition, to be acquainted with Dynamics, Hydrodynamics and Acoustics, pp. 109–167, Sangster's Natural Philosophy, Part I.

Chemical Physics.—To have a good general acquaintance with the subjects of Heat, Light and Electricity.

Chemistry.—As for Second-class Teachers; and to be familiar with the Definitions, Nomenclature, Laws of Chemical Combination, and to possess a general knowledge of the chemistry of the Metalloids and Metals (Roscoe).

Human Physiology.—As for Second Class Teachers.

Natural History.—General View of Animal Kingdom—Characters of principal classes, orders and genera (Gosse's Zoology for Schools or Wood's Natural History).

Botany.—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada (Gray's How Plants Grow).

Agricultural Chemistry.—Proximate and ultimate constituents of plants and soils—

Mechanical and Chemical modes of improving soils—Rotation of crops, &c., &c., (Dr. Ryerson's First Lessons in Agriculture).

VIII. POWERS AND DUTIES OF MASTERS AND TEACHERS OF PUBLIC SCHOOLS.

Note on Legal Obligation.—The ninetieth and the following sections of the School Act, prescribe, in explicit and comprehensive terms, the duties of teachers; and no teacher can legally claim his salary who disregards the requirements of the law. Among other things the Act requires each teacher to “maintain proper order and discipline in his school, according to the authorized forms and regulations.” The law makes it the duty of the Chief Superintendent of Education to provide the forms, and the Council of Public Instruction prescribes the following regulations for the guidance of masters and teachers in the conduct and discipline of their schools.

1. *Designation of Master and Teachers.*—In every school in which there are two or more teachers employed therein, the trustees shall determine who shall be considered as the master of the school. The head teacher employed in any Public School, in which there is more than one teacher, shall be designated and known as the *master*, and the other shall be named first, second, or third, &c., *assistant teacher*.

(1) *Power and Duties of Masters.*

Authority as a Public Officer.—The master of every school is a public officer, and, as such, shall have power, and it shall be his duty to observe and enforce the following rules:—

1. *See that the Rules are observed.*—He shall see that these general rules and regulations, and any special rules (not inconsistent with them) which may be approved by the trustees for their respective schools, are duly and faithfully carried out, subject to appeal, in case of dissatisfaction, to the Inspector.

2. *Prescribe Duties of Teachers.*—He shall prescribe (with the assent of the trustees) the duties of the several teachers in his school, but he shall be responsible for the control and management of the classes under their charge.

3. *Power to Suspend Pupils.*—He shall suspend (subject to appeal, by the parent or guardian, to the trustees) any pupil, for any of the following reasons:—

- (1.) Truancy persisted in.
- (2.) Violent opposition to authority.
- (3.) Repetition of any offence after notice.
- (4.) Habitual and determined neglect of duty.
- (5.) The use of profane, obscene, or other improper language.
- (6.) General bad conduct and bad example, to the injury of the school.
- (7.) Cutting, marring, destroying, defacing, or injuring any of the Public School property, such as buildings, furniture, fences, trees, shrubbery, seats, &c.; or writing any obscene or improper words on the fences, privies, or any part of the premises; provided that any master suspending a pupil for any of the causes above-named, shall immediately, after such suspension, give notice thereof, in writing, to the parent or guardian of such pupil, and to the trustees, in which notice shall be stated the reason for such suspension; but no pupil shall be expelled without the authority of the trustees. [See also regulation 2 of the “*Duties of Assistant Teachers*,” which also applies to Masters.]

4. *Expulsion of Pupils.*—When the example of any pupil is very hurtful to the School, and in all cases where reformation appears hopeless, it shall be the duty of the master, with the approbation of the trustees, to expel such pupil from the school. But any pupil under public censure, who shall express to the master his regret for such a course of conduct, as openly and explicitly as the case may require, shall, with the approbation of the trustees and master, be re-admitted to the school. The hundred and eighty-second section of the School Law declares “That any pupil who shall be adjudged so refractory by the trustees (or by a majority of them) and the teacher, that his presence in the school is deemed injurious to the other pupils, may be dismissed from such school, and, where practicable, removed to an Industrial School.”

5. *Care of School Property.*—He shall exercise the strictest vigilance over the Public School property under his charge,—the building, outhouses, fences, &c., furniture, apparatus,

and books belonging to the school, so that they may receive no injury ; and give prompt notice in writing to the trustees, or person appointed by them, under regulation 13 of the *Duties of Trustees*" (if in cities, towns, or villages, to the Inspector,) of any repairs which may require to be made to the building, premises, or furniture, &c., and of any furniture or supplies which may be required for the school.

6. *Regulations in regard to School Premises, &c.*—The trustees having made such provision relative to the school-house and its appendages, as are required by the twenty-sixth (9) section, and the eighty-sixth (5) section of the School Act, and as provided in regulation 9 of the "*Duties of Trustees*," it shall be the duty of the master to give strict attention to the proper ventilation and temperature,* as well as to the cleanliness of the school-house ; he shall also prescribe such rules for the use of the yard and outbuildings connected with the school-house, as will insure their being kept in a neat and proper condition ; and he shall be held responsible for any want of cleanliness about the premises.

7. *School to be open for Pupils.*—Care must be taken to have the school-house ready for the reception of pupils at least *fifteen* minutes before the time prescribed for opening the school, in order to afford shelter to those who may arrive before the appointed hour. (See regulation 12, "*Duties of Assistant Teachers*.")

8. *Out Premises.*—He shall see that the yards, sheds, privies and other outbuildings are kept in order, and that the school-house and premises are locked at all proper times ; and that all deposits of sweepings, from rooms or yards, are removed from the premises.

9. *Fires and Sweeping.*—He shall employ, at a compensation to be fixed by the trustees, a suitable person to make fires, to sweep the rooms and halls daily, and dust the windows, walls, seats, desks and other furniture in the same ; but no assistant teacher or pupil shall be required to perform such duty, unless voluntarily, and with suitable compensation.

10. *Librarian.*—He shall act as librarian of the school, and take charge of the books ; also make, keep and preserve a catalogue of the same ; deliver, charge, receive, and credit the volumes given out, and keep a register of the same ; number, label, and catalogue the books ; and make returns of the library, its books, &c., as required by the library regulations.

11. *The Library.*—He shall keep the library open for the distribution (and return) of books to their scholars and ratepayers of the school division, on Friday afternoon of each week ; but this duty shall not be permitted to interfere with the regular exercises of the school.

12. *Reports.*—He shall make the necessary term, special, or annual reports to the trustees, to the Inspector or Chief Superintendent, at such times and in such manner as may be required.

13. *General Register.*—He shall keep a daily and a general admission register of the school (to be furnished by the trustees), in the latter of which shall be entered, in each term, the date of the admission of each pupil ; his or her name and age ; from whence received ; the parent's or guardian's name and residence ; the names of each of the classes in the school, together with the names of the pupils in each such class ; the promotion of pupils from one class to another ; record of attendance of the pupil ; date of his leaving the school, and destination, both as to place and occupation ; and such other information as shall at all times give a correct idea of the condition of the school.

14. *Religious Exercises—Ten Commandments.*—He shall see that the regulations in regard to *Opening and Closing Exercises of the Day* (Chapter III.) are observed, and that the Ten Commandments are duly taught to all the pupils, and repeated by them once a week.

(2.) *Duties of Assistant Teachers.*

The teacher of each class or department of a school shall observe the following regulations :—

1. *Instruction of Pupils.*—He shall give the children under his charge constant employment in the studies prescribed in the authorized programme ; and endeavour, by judicious and diversified modes, to render the exercises of the school pleasant, as well as profitable.

2. *Discipline.*—He shall practise such discipline in his school, class or department, as would be exercised by a kind, firm, and judicious parent in his family. It is strictly en-

* See note to (a) of regulation 4 of the "*Duties of Inspectors*."

joined upon all teachers in the schools to avoid the appearance of indiscreet haste in the discipline of their pupils ; and, in any difficult cases which may occur, to apply to the master, Inspector, or to the trustees (as the case may be) for advice and direction.*

3. *Regulations to be read.*—He shall read, or cause to be read, to his class, at least once in each quarter, (or otherwise inform the pupils of) so much of the regulations as shall be necessary to give them a proper understanding of the rules by which they are governed.

4. *Register.*—He shall keep the register (provided by the Education Department, and furnished by the trustees and remain their property,) in which shall be entered the names and daily attendance of pupils, their proficiency in various studies and other information.

5. *Returns.*—He shall make such returns, and at such times, as may be required by the master, Inspector, or trustees, relating to his class, school or department.

(3.) *Additional Duties of Masters and Teachers.*

It shall also be the duty of each master and teacher of a Public and Separate School to observe the following regulations :—

1. *General Principles of Government.*—Masters and teachers are to evince a regard for the improvement and general welfare of their pupils ; treat them with kindness, combined with firmness, and aim at governing them by their affections and reason rather than by harshness and severity. Teachers shall also, as far as practicable, exercise a general care over their pupils in and out of school, and shall not confine their instruction and superintendence to the usual school studies, but shall, as far as possible, extend the same to the mental and moral training of such pupils, to their personal deportment, to the practice of correct habits and good manners among them, and to omit no opportunity of inculcating the principles of *Truth* and *Honesty*, the duties of respect to superiors, and obedience to all persons placed in authority over them.

2. *Merit Cards—Prizes.*—In all the schools, the series of Merit Cards prepared and authorized by the Education Department shall be regularly used ; and if prizes are given, it must be on the principles laid down in that series of cards.

3. *State of Feeling among Pupils.*—Masters and teachers shall cultivate kindly and affectionate feelings among the pupils ; discountenance quarrelling, cruelty to animals, and every approach to vice.

4. *Absence.*—No master or teacher shall be absent from the school in which he or she may be employed, without permission of the trustees or Inspector, except in case of sickness, in which case the absence of such teacher shall be immediately reported to the trustees ; and no deduction from the salary of a teacher, within the limits prescribed by law, shall be made on account of sickness, as certified by a medical man.

5. *Subscriptions, Collections, Presents, &c.*—No collection shall be taken up, or subscriptions solicited for any purpose, or notice of shows, or exhibitions given in any Public School without the consent of the trustees ; nor, as provided in the Act (section 143), shall the masters or teachers act as agents for books, or sell stationery, &c., or receive presents (unless presented to them on leaving the school), nor award, without the permission of the trustees, medals or other prizes of their own to the pupils under their charge.

6. *Teachers' Meetings.*—All masters and teachers in cities, towns, and villages, shall regularly attend the teachers' meetings, at such times, and under such regulations, as the Inspector shall direct ; and they shall by study, recitations, and general exercises, strive to systematize and perfect the modes of discipline and of teaching in the Public Schools.

7. *Teaching.*—They shall classify the children according to the books used ; study those books themselves, and teach according to the improved methods recommended in their prefaces. In giving out the lessons for the next day, difficult parts should be explained, and, where necessary, the best mode of studying them pointed out.

8. *Visiting Schools.*—The Inspector may permit a master or teacher to be absent two of

* The following are modes to be adopted or avoided :—

(a) *Proper.*—Reproof kindly but firmly given, either in private or before the school, as circumstances require it, or such severe punishment as the case really warrants, administered as directed in the above regulation.

(b) *Improper.*—Contemptuous language, reproof administered in passion, personal indignity or torture, and violation of the laws of health.

the ordinary teaching days in each half-year, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other schools than that in which he or she teaches; and such visit, with the name of the school or schools visited, shall be duly reported by such master or teacher to the Inspector, * but such permission shall not be given by the Inspector if the absence of the teacher will be, in his judgment, injurious to the interests of the school; nor shall this permission be granted to any master or teacher who fails to report, or who has employed the time heretofore given to him for this purpose otherwise than in visiting schools, as authorized by this regulation.

9. *Time-Table*.—They shall keep in some conspicuous place in the school-room a Time-Table, showing the order of exercises for every day in the week, and the time for each exercise, as prescribed in the programme of studies for Public Schools.

10. *Classes*.—The division of pupils into classes, as prescribed by the programme, shall be strictly observed; and no teacher shall be allowed to take his or her class beyond the limits fixed for the classes taught by such teachers, without the consent of the master or Inspector, except for occasional reviews; but individual pupils, on being qualified, may, with the consent of the master, be advanced from a lower to a higher class.

11. *Quarterly Examinations*.—Each class in every school shall be open for public examination and inspection during the last week of every quarter; and the teacher shall call upon every pupil in the school, unless excused, to review or recite in the course of such examination.

12. *In School at 8 $\frac{1}{2}$ A. M., &c.*—All teachers shall be in their respective schools, and open their rooms for the reception of pupils, at least fifteen minutes in the morning, and five minutes in the afternoon, before the specified time for beginning school; and during school hours they shall faithfully devote themselves to the duties of their office.

13. *Visitors' Book*.—They shall keep the visitors' book (which is required by law to be furnished by the trustees), in which shall be entered the dates of visits and names of visitors, with such remarks as such visitors may choose to make.

14. *Visitors*.—They shall receive courteously the visitors appointed by law, and afford them every facility for inspecting the books used, and for examining into the state of the School; shall keep the visitors' books accessible, that the visitors may, if they choose, enter remarks in it.

NOTE.—The frequency of visits to the school by intelligent persons animates the pupils, and greatly aid the faithful teacher.

IX.—DUTIES OF PUPILS IN THE PUBLIC SCHOOLS.

1. *Cleanliness and Good Conduct*.—Pupils must come to school clean and neat in their persons and clothes. They must avoid idleness, profanity, falsehood and deceit, quarrelling and fighting, cruelty to dumb animals; be kind and courteous to each other, obedient to their instructors, diligent in their studies, and conform to the rules of their school.

2. *Tardiness* on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the master.

3. *Leaving before Closing*.—No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness, or some pressing emergency: and then the master or teacher's consent must first be obtained.

4. *Absence*.—A pupil absenting himself from school, except on account of sickness, or other urgent reasons satisfactory to the master, forfeits his standing in the class, and his right to attend the school for the remainder of the quarter.

5. *Excuses*.—Any pupil not appearing at the regular hour of commencing any class of the school which he may be attending, without a written excuse from his parent or guardian,

* Each High and Public School Master and Teacher must give at least three days' notice to the trustees; and, in addition, the High School Master must communicate with the Educational Department, so that he may not be absent during the visits of the Inspector to his school. In order that no loss or apportionment may accrue to any school in consequence of the master's absence under this regulation, a proportionate amount of average attendance will be credited to the school for the time so employed by the teacher; but under no circumstances can lost time be lawfully made up by teaching on any of the prescribed holidays, or half holidays, nor will such time be reckoned by the Department, or be allowed by the Inspector.

may be denied admittance to such school for the day, or half-day, at the discretion of the teacher.

6. *Punctual Attendance.*—Every pupil once admitted to school, and duly registered, shall attend at the commencement of each term, and continue in punctual attendance until its close, or until he is regularly withdrawn by notice to the teacher to that effect; and no pupil violating this rule shall be entitled to continue in such school, or be admitted to any other, until such violation is certified by the parents or guardians to have been necessary and unavoidable, which shall be done personally or in writing.

7. *What School to Attend.*—Pupils in cities, towns and villages shall be required to attend any particular school which may be designated for them by the Inspector, with the consent of the trustees. And the Inspector alone, under the same authority, shall have the power to make transfers of pupils from one school to another.

8. *Absence from Examination.*—Any pupil absenting himself from examination, or any portion thereof, without permission of the master, shall not thereafter be admitted to any Public School, except by authority of the Inspector, in writing; and the names of all such absentees shall be reported by the master immediately to the trustees; and this rule shall be read to the school just before the examination days, at the close of each quarter.

9. *Going to and from School.*—Pupils shall be responsible to the master for any misconduct on the school premises, or in going to or returning from school, except when accompanied by their parents or guardians, or some person appointed by them, or on their behalf.

10. *Supply of Books.*—No pupil shall be allowed to remain in the school unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantage of the school by reason of his inability to obtain the necessary books or requisites, through the poverty of his parent or guardian, the trustees have power to procure and supply such pupil with the books and requisites needed.

11. *Fees for Books.*—The fees for books and stationery, &c., as fixed by the trustees in cities and towns, whether monthly or quarterly, or fees for non-resident pupils, shall be payable in advance; and no pupil shall have a right to enter or continue in the school until he shall have paid the appointed fee, or it shall have been paid on his behalf.

12. *Property Injured.*—Any property of the schools that may be injured or destroyed by pupils must be made good forthwith by the parents or guardians, under a penalty of the suspension of the delinquent pupil. [See (7) of Regulation 3 of the "*Powers and Duties of Masters.*"]

13. *Contagious Diseases.*—No pupil shall be admitted to, or continue in, any of the Public Schools who has not been vaccinated, or who is afflicted with, or has been exposed to, any contagious disease, until all danger of contagion from such pupil, or from the disease or exposure, shall have passed away, as certified in writing by a medical man.

14. *Effects of Expulsion.*—No pupil shall be admitted to any Public School who has been expelled from any school, unless by the written authority of the Inspector. See Regulation 4, *Duties of Masters.*

15. *Certificate on Leaving.*—Every pupil entitled thereto shall, when he leaves or removes from a school, receive a certificate of good conduct and standing, in the form prescribed, if deserving of it.

X.—PUBLIC SCHOOL BOARDS IN CITIES, TOWNS AND INCORPORATED VILLAGES.

1. *Constitution of the Board.*—The School Law provides that

For every ward into which any City or Town is divided:

- (a) There shall be two School Trustees, each of whom, after the first election of trustees, shall continue in office for two years, and until his successor has been elected.
- (b) One of the trustees elected shall retire on the second Wednesday in January yearly in rotation (sec. 70).

In every town not divided into wards, and in every incorporated village, there shall be six school trustees, two of whom, after the first election, shall retire from office yearly on the second Wednesday in January (sec. 75).

2. *Officers of the Board.*—The law requires that there shall be elected annually by the Board from among its own members (1) a *Chairman*. The Board is also required to appoint for such period as it may decide (2) a *Secretary*, and (3) in Cities and Towns an *Inspector of Schools*. It may also at its discretion appoint (4) a *Collector* of school fees [for contingencies and non-resident pupils], and (5) a *Secretary-Treasurer*.

3. *Proceedings of the Board.*—The Board is authorized by law “to appoint the times and places of their meetings and the mode of calling them; and of conducting and recording their proceedings, and of keeping all their school accounts.”

4. *Committee of the Board.*—In addition to the officers of the Board mentioned, the Board can most conveniently supervise the details of its work by means of committees; viz., (1) on Finance, (2) School Buildings, (3) Appointment of Teachers, (4) Printing, (5) Repairs and Supplies, (6) School Management, and any others desired. The Board is authorized to “appoint a special committee of not more than three persons [not necessarily members of the Board] for the special charge, oversight and management of each school within the city, town or village.”

5. *Order of Business.*—At every regular meeting of the Board it is recommended that the order of proceeding shall be:—

- (1) Reading and confirming the minutes.
- (2) Reading and referring letters, memorials, &c.
- (3) Giving notices of motion.
- (4) Taking up unfinished business and former notices.
- (5) Presenting and adopting reports of committees.
- (6) Miscellaneous business.

6. *Rules of Order* :—

- (1) *Quorum.* A majority of the members of the Board shall form a quorum.
- (2) *The Chairman* shall have one vote on all questions; but in case of a tie, the question shall be considered lost.

(3) *The Inspector*, by permission of the Board, may be present and speak on any matter connected with his department or duties, but shall have no vote on any question.

(4) *Addressing Chairman.*—Every member, previous to speaking, shall rise and address himself to the Chairman.

(5) *Questions and Replies.*—Questions asked and replies to members, shall be through the Chairman.

(6) *Order of Speaking.*—When two or more members rise at once, the Chairman shall name the member who shall speak first, after which the other member or members shall have the right to address the meeting, in the order named by the Chairman.

(7) *Speaking Twice.*—No member shall speak more than—minutes or twice (except in Committee) on the same question or amendment, without leave of the meeting, except in explanation of something which may have been misunderstood, or in reply to a question, until every one desiring to speak shall have spoken.

(8) *Motion to be Read.*—Each member may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt a member when speaking.

(9) *Filling Blanks.*—In filling blanks the largest sum and the longest time shall be put first.

(10) *Non-Debatable Questions.*—Motions (1) to adjourn, (2) lie on the table (3) for the “previous question,” or (4) upon the order of business, shall not be debatable.

(11) *Previous Question.*—When the “previous question” is decided in the negative, the original question shall then remain before the Board to be debated or put, &c.

(12) *Proper Motions.*—When a question is under debate, no motion shall be received but (1) to adjourn, (2) lie on the table, (3) for the “previous question,” (4) to postpone to a day certain, (5) to commit, or recommit to a committee, (6) to award, or (7) to postpone indefinitely—which several questions shall have precedence in the order in which they are named.

(13) *Questions Decided.*—No question decided by the Board shall be again raised during the year, without the consent of a majority of the Board.

(14) *Motions before the Meeting.*—All motions made and seconded shall be considered in possession of the Board, and shall be reduced to writing whenever required by a member; they may be withdrawn at any time before decision, with the consent of the meeting.

(15 *Kind of Motion to be Received.*—When a motion is under debate, no other motion shall be received, unless to amend it or to postpone it, or for adjournment; but no motion or proposition on a subject different from the one under consideration shall be introduced under colour of an amendment.

(16 *Order of Putting Motions*—All questions shall be put in the order in which they are moved. Amendments shall be put before the main motion; the last amendment first, and so on.

7. *Kinds of Schools Authorized.*—The Board is authorized “to determine the number, sites, kind and description of schools to be established in the city, town or village,” viz.:

- (1) A central school for boys, }
- (2) A central school for girls, } or both combined.
- (3) A primary school for each ward.
- (4) Intermediate schools in convenient localities, &c.
- (5) Infant schools in convenient localities or connected with the ward schools.
- (6) Industrial schools for neglected children.

XI.—POWERS AND DUTIES OF PUBLIC SCHOOL TRUSTEES IN RURAL SECTIONS.

1. *School Meetings.*—The notice calling an annual or special school meeting should specify the place, time and objects of the meeting. It may be signed by the secretary, by direction of the trustees, or by a majority of the trustees themselves. The corporate seal need not be attached to it. Three notices should be put up in conspicuous places in the section, at least six days before the meeting. See Chapter viii. of the Regulations.

2. *Declaration of Office.*—Every trustee, on his election, is required by law to make a verbal declaration of office in presence of the chairman of the meeting. If the chairman himself be elected he must make the declaration before the secretary of the meeting. In no case is an oath of office, or signed declaration by the trustee elect, required. The act must be verbally performed.* Even if it be not performed, the trustee is nevertheless a legal trustee until he is fined by the magistrate for neglect to make the declaration. On being fined, the office is vacated, and a new election should be at once held.

3. *Trustees' Tenure of Office.—Vacancies.*—Each rural trustee is elected for three years, “and until his successor is elected.” After his term has expired, he may refuse re-election for four years. When in office, he may resign, with the consent (in writing) of his colleagues and of the County Inspector. The removal of himself and family from the section at once vacates his office; but if his home and his family remain in the section he may be temporarily absent for six months at a time before his office becomes vacant.

4. *Personal responsibility of Trustees.*—As moneys may be lost to the section through the dishonesty or carelessness of the trustees, or of the individuals to whom they may entrust it, without their having taken proper security, or by the neglect or refusal of the trustees to keep open the school during each half-year, the law makes the trustees personally responsible for the loss, and the amount can be recovered from them for the benefit of the section. As the law requires the Inspector to apportion, but (under certain conditions) not to pay money to every section under his jurisdiction—whether a school has been kept in it or not—the amount for which the trustees are responsible can easily be ascertained (on the basis of the attendance of pupils during the corresponding period of the previous year). Trustees are also personally responsible for any contract entered into by the corporation, which they refuse to fulfil. (See the hundred and sixty-eighth and following sections of the School Law.)

5. *Corporate Acts, when lawful.*—Trustees' contracts or other corporate acts and business, to be lawful and binding upon the corporation, must be agreed to at a trustees' meeting duly called, of which each member of the corporation has had verbal or written notice from the secretary, or any trustee. The presence and consent of a majority of the corporation is necessary to constitute a valid act of such corporation. The law requires that a record of the

* Even should a trustee's election be appealed against to the Inspector, the trustee himself must hold office and act until his election is legally set aside. The principle is, that an individual coming into office by colour of an election or appointment, is an officer *de facto* (in fact), and his acts in relation to the public are valid until he is removed, although it be conceded that his election or appointment was illegal. When his election is confirmed, he becomes a trustee *de jure* (of right), and no further objection can be made to him. (See Regulation 23, of the *Duties of Inspectors*.)

proceedings of any school corporation "shall be entered in a book" to be kept for that purpose.

6. *Contracts and Agreements.*—Contracts or agreements with teachers and other parties must be in writing, and sealed with the corporate seal, otherwise they are mere private agreements, which may be enforced against the individuals making them. This rule does not apply to minor purchases or unimportant orders for work required to be done for the corporation, and involving a small outlay. In such cases trustees may authorize one of themselves or their secretary to attend to such matters on their behalf. (See Regulation 13 of this chapter.) No trustee can enter into a contract with the corporation of which he is a member, or have any pecuniary claim on it, except for a school site, or as collector of school rates, when duly appointed by his colleagues.

7. *Collector and Treasurer.*—The law requires the trustees to take security from their collector and secretary-treasurer (whether they be members of the corporation, or other parties) before they permit them to enter on the duties of their office. Should they neglect to do so, the trustees render themselves personally responsible for any money lost to the section in consequence of such neglect, and will be required to make it good out of their own pockets.

8. *School Section Accounts.*—The law requires trustees or their secretary-treasurer to furnish the school section auditors with all vouchers for the payment of school money during the year, together with such papers, books, &c., and verbal information on the subject as may serve to explain the items in the accounts. "In case of difference of opinion between the auditors on any matter in the accounts, it shall be referred to and decided by the County Inspector."

9. *Adequate School Accommodation.*—The law declares trustees "shall provide adequate accommodations for all the children of school age [*i.e.*, between the ages of five and twenty-one years] resident in their school division" (*i.e.*, school section, city, town or village). These "accommodations," to be "adequate," should include—

(1.) A site of an acre in extent, but in no case less than half an acre.

(2.) A school-house (with separate rooms where the number of pupils exceeds fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in the section or division, so as to allow an area in each room for at least one hundred cubic feet of air for each child.* It shall also be sufficiently warmed and ventilated, and the premises properly drained.

(3.) A sufficient paling or fence round the school premises.

(4.) A play ground, or other satisfactory provision for physical exercise, within the fences, and off the road.

(5.) A well, or other means of procuring water for the school.

(6.) Proper and separate offices for both sexes, at some little distance from the school-house, and suitably enclosed.

(7.) Necessary school furniture and apparatus, *viz.*: desks, seats, blackboards, maps, library, presses and books, &c., required for the efficient conduct of the school. (See also note to (a) of Regulation 4, of the "*Duties of Inspectors.*"

10. *Site of School-house.*—In any school section should a new school site be deemed desirable, the trustees, or the County Inspector, can call a school meeting to decide the question. Should a difference of opinion arise between a majority of the trustees and the ratepayers on the subject, the matter must be referred to arbitration, as provided by law; but the trustees alone have the legal right to decide upon the size and enlargement of a school site.

11. *Erection of School-house, Teacher's Residence, &c.*—The trustees alone have also the power to decide upon the cost, size and description of school-house, or teacher's residence, which they shall erect. No ratepayer, public meeting, or committee has any authority to interfere with them in this matter. They have also full power to decide what fences, out-buildings, sheds and other accommodations shall be provided on the school site, adjacent to the school-house, as provided in Regulation 9. To them also exclusively belongs the duty of having the school plot planted with shade trees, and properly laid out.

12. *Use of School-house.*—No school-house or lot (unless so provided for in the deed), or

* Thus, for instance, a room for fifty children would require space for 5,000 cubic feet of air. This would be equal to a cube of the following dimensions in feet, *viz.*: 25 x 20 x 10, which is equivalent to a room 25 feet long by 20 wide and 10 feet high.

any building, furniture, or other thing pertaining thereto, shall be used or occupied for any other purpose than for the use and accommodation of the public schools of the section or division, without the express permission of the trustee corporation, and then only after school hours, and on condition that all damages be made good, and cleaning, sweeping, &c., promptly done.

13. *Care and Repair of School-house.*—Trustees should appoint one of their number, or other responsible person, and give him authority, and make it his duty to keep the school-house in good repair. He should also see to it that the windows are properly filled with glass; that at a proper season the stove and pipe are in a fit condition, and suitable wood provided; that the desks and seats are in good repair; that the outhouses are properly provided with doors, and are frequently cleansed; that the blackboards are kept painted, the water supply abundant, and everything is provided necessary for the comfort of the pupils and the success of the school.

14. *Right of Trustees in regard to Teacher, Apparatus, Books, etc.*—The trustees alone, and not any public meeting, have the right to decide what teacher shall be employed, how much shall be paid to him, what apparatus, library and prize books shall be purchased, what repairs, &c., shall be authorized (as provided in Regulation 13); in short, everything they may think expedient to do for the interest of the school.

15. *Expenses of the School.*—The majority of the trustees of every school section have the right to decide what expenses they will incur for maps, school apparatus, library and prize books, salaries of teachers, and all other expenses of their school (as provided in Regulation 14). The trustees are not required to refer such matters to any public meeting whatever; but they alone have the right to decide as to the nature and amount of any expenses which they may judge it expedient to incur for such purposes.

16. *Contents of Half-yearly Returns.*—In filling up the return, the trustees should see that the teacher transcribes from the school register, according to the register number, the name of each pupil admitted to the school during the half-year, and the number of days such pupil may have attended during each month of that period. The attendance of no child can exceed the number of authorized teaching days at the head of each monthly column of the return. The names of all children whose parents or guardians reside, or have taxable property in the school section, are to be included as “residents,” but no others. “Non-resident children” are those whose parents or guardians do not reside, but may, in some cases, have taxable property in the section. Such children are to be separately reported in the place assigned for non-resident children in the return. Children who are visitors in the section, or boarders, for less than a year, whose parents or guardians do not live in the section, are also non-residents. See note to Regulation 16, of the *Duties of Inspectors*.

17. *Trustees to send in Returns.*—The law requires trustees to transmit their returns, signed by a majority of the corporation and the teacher (with the corporate seal attached) to the Inspector immediately (or within ten days at farthest) after the close of the year or half-year to which they refer. Trustees neglecting to make their returns forfeit the amount which might otherwise have been payable to their school, and become personally liable to their section for the amount thus forfeited or lost, on the complaint of any person to a magistrate. See thirty-first section of the Consolidated Public School Act, and Regulation — of the *Duties of Inspectors*.

18. *Union School Section Returns.*—The trustees of union school sections will transmit exact copies of their return to the Inspectors concerned—distinguishing the pupils belonging to each township.

19. *False Returns.*—Every trustee or teacher signing a false return in order to obtain a larger share of the school fund, renders himself liable to a fine of twenty dollars, or punishment for misdemeanor, besides forfeiture of any share in the school fund. See one hundred and thirty-eighth section of the Consolidated School Act.

20. *Use of Corporate Seal.*—The trustees' seal should not be affixed to mere notices or letters, but only to contracts, agreements, deeds or other papers which are designed to bind the trustees as a corporation for the payment of money, or the performance of any specified duty.

NOTE.—The school meeting has no power to alter the trustees' estimate of these expenses of the school, or reduce the salary of the teachers, etc.

21. *Free Public School Library.*—The twenty-sixth section (23) of the School Act declares that "*It shall be the duty of the trustees of each school section to appoint a librarian, and to take such steps as are authorized by law, and as they may judge expedient, for the establishment, safe keeping and proper management of a school library for their section,*" etc. In case they neglect to appoint a librarian, Regulations 10 and 11 of the *Duties of Masters* provide that the master shall act as librarian, and shall see that the regulations in regard to the libraries are duly carried out. Trustees are not required to consult a public meeting on the subject; but the law makes it their duty as trustees to provide a library for the school under the departmental regulations.

XII. RULES FOR PUBLIC SCHOOL MEETINGS IN RURAL SCHOOL SECTIONS.

I. *Organization of Meeting.*—The senior or other trustee present shall at the proper hour (10 o'clock, and not later than 10½) call the meeting to order, and request the ratepayers present to appoint a chairman and secretary from among themselves.

(1) *Chairman's Duties.*—The chairman, on election, shall at once take the chair, and shall preserve order and decorum, and shall decide questions of order, subject to an appeal to the meeting. He may give a casting vote, but no other.

(2) *Secretary's Duty.*—The secretary shall record in writing all the votes and proceedings of the meeting.

II *Order of Business* to be followed at the meeting :—

(1) Calling the meeting to order.

(2) Election of chairman and secretary.

(3) Reading of trustees' annual report and auditors' statement of receipts and expenditure.

(4) Reception of trustees' report and auditors' statement.

(5) Election of trustees to fill the vacancy of the year.

(6) Election of trustee or trustees to fill any other vacancy.

(7) Any other business of which due notice has been given.

III. *Rules of Order.*—The following rules of order are recommended to be observed at the meetings :—

(1) *Addressing Chairman.*—Every elector shall rise, previously to speaking, and address himself to the chairman.

(2) *Order of Speaking.*—When two or more electors rise at once, the chairman shall name the elector who shall speak first, when the other elector or electors shall next have the right to address the meeting in the order named by the chairman.

(3) *Motion to be read.*—Each elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.

(4) *Speaking Twice.*—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.

(5) *Poll Demanded.*—The names of those who vote for, and of those who vote against, the question, shall be entered upon the minutes if two electors require it.

(6) *Votes.*—All votes shall be taken in the manner desired by a majority of the electors present, and a poll shall be granted if two electors desire it. The votes tendered shall be received by the chairman, unless objection be made to them. In that case the chairman shall require the person whose vote is questioned to make the declaration provided by law. After making it the vote must be received and recorded without further question.

(7) *Protest.*—No protest against an election, or other proceedings of the school meeting shall be received by the chairman. All protests must be sent to the Inspector at least within twenty days after the meeting.

(8) *Adjournment.*—A motion to adjourn an annual school meeting until the business is finished is unlawful; but a motion to adjourn a special school meeting shall always be in order; provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.

(9) *Motions to be Seconded.*—A motion cannot be put from the chair, or debated, unless the same be in writing (if required by the chairman), and seconded.

(10) *Withdrawal of Motion*.—After a motion has been announced or read by the Chairman, it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision, by the consent of the meeting.

(11) *Kind of Motions to be received*.—When a motion is under debate, no other motion shall be received unless to amend it, or to postpone it, or for adjournment, except as in No. 8 above.

(12) *Order of Putting Motion*.—All questions shall be put in the order in which they are moved. Amendments shall all be put before the main motion; the last amendment first, and so on.

(13) *Reconsidering Motion*.—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

(14) *Close of the Meeting*.—The school meeting must not close before eleven o'clock in the forenoon, nor shall it continue open after four o'clock in the afternoon—beyond which latter hour no business can be lawfully transacted by the meeting.

(15) *Transmitting Minutes to Inspector*.—At the close of the meeting the chairman should sign the minutes as entered by the secretary in the minute book. Within fourteen days after the meeting the chairman must send to the Inspector a copy of the minutes (signed by himself and the secretary), under a penalty of five dollars.

(16.) *Declaration of Office*.—The trustee or trustees elect should at once make the declaration of office before the chairman of the meeting, or within fourteen days after the close of the meeting. In case the chairman is elected trustee, he should in like manner make the declaration of office before the secretary.

XIII.—PROGRAMME OF COURSE OF STUDY FOR PUBLIC SCHOOLS.

(1.) *Basis of Instruction*.—*Explanatory Memorandum on the following Programme.*

1. The great object of this Programme is to secure such an education of youths as to fit them for the ordinary employments and duties of life. This includes:—

2. *First*.—Reading, Writing, Arithmetic, and the use of the English language. Every youth, whether in town or country, should be able so to read that reading will be a pleasure and not a labour, otherwise his little knowledge of reading will be seldom, if ever, used to acquire information; he should be able to write readily and well; he should know arithmetic so as to perform readily and properly any financial business transactions, and be able to keep accounts correctly; he should be able to speak and write with correctness the language of the country. These subjects are the first essentials of education for every youth, and in which he should be primarily and thoroughly taught.

3. *Secondly*.—An acquaintance with the properties and growth of the plants we cultivate and use, and the soils in which they grow; the instruments and machinery we employ, and the principles of their construction and use; our own bodies and minds, and the laws of their healthy development and preservation. Large experience shows not only the importance of a knowledge of these subjects of natural science and experimental physics, but that they can be taught easily for all ordinary practical purposes to pupils from six to twelve years of age.

4. *Thirdly*.—Some knowledge of Geography and History, of the civil government and institutions of our own country, and, in all cases, of the first principles of Christian morals, so essential to every honest man and good citizen.

5. These are the subjects which should be embraced in a Public School curriculum, and which have been and can be easily learned by pupils under twelve years of age. Those who aspire to a higher and more accomplished English education can obtain it in the High Schools.


6. The length of time during which a pupil shall continue in any class must depend upon his or her progress. The promotion of a pupil from a lower to a higher class is at the discretion of the master or mistress of a school, and if any difference arise on this subject between the master or mistress of a school and the trustees, or any parent of a pupil, the Inspector of the school must decide; but no pupil is to be promoted to a higher class without being thoroughly acquainted with all the subjects taught in the lower classes. A pupil, on being

admitted into a school, must be examined by the master or mistress, and placed in the class into which such pupil is qualified to enter. In all cases the *order of subjects* in the programme must be followed, and the time prescribed for teaching each subject per week must be observed, nor must any subject of the course be omitted. Where a class is too large for all the pupils to be taught together, or where there is an obvious inequality in the ability and progress of the pupils, such class may be divided into two divisions—First and Second.

7. When the pupils enrolled in a school amount to more than fifty, and less than one hundred, the trustees must employ an assistant teacher.

8. The time allowed for school-room study and recitation for each class is $27\frac{1}{2}$ hours per week. While one class is reciting, the others can be engaged in preparing their lessons or performing other school work under the direction of the master, and can recite to him in turn.

N.B.—The work assigned for home preparation varies with the class in which the pupil is placed. In the first and second classes, the lessons are designed to occupy *half-an-hour* every evening; in the third and fourth, from an *hour* to an *hour-and-a-half*; and in the fifth and sixth, from an *hour-and-a-half* to *two hours*. Parents are expected to see that their children attend to their work at home.

 Gymnastics, Drill and Calisthenics are to be provided for at the discretion of the trustees. Needle-work is provided for in the Limit Table.

PROGRAMME OF THE COURSE OF STUDY.

SUBJECT.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
READING	First and Second Reading Books.	Third Reading Book, to p. 164.	Third Reading Book.	Fourth Reading Book to p. 244.	Fourth Reading Book.	Fifth Reading Book.
SPELLING	First and Second Reading Books.	Third Reading Book to p. 164, additional and Spelling Book.	Third Reading Book, additional and Spelling Book.	Fourth Reading Book to p. 244, additional and Spelling Book.	Fourth Reading Book, additional and Spelling Book.	Reading and Spelling Books.
WRITING	Letters of Alphabet and Simple Words.	Simple Words.	Capitals and words neatly and legibly.	Neatly and legibly.	Neatly and legibly and with fair rapidity.	Neatly, legibly and rapidly.
ARITHMETIC	Arabic Notation to 1,000. Addition and Subtraction. Simple questions in Mental Arithmetic.	Arabic Notation to 1,000,000, and Roman Notation to Mental Arithmetical Tables. Simple Rules and Reduction. Simple questions in Mental Arithmetic.	Arabic and Roman Notation to four periods, Compound Rules, Least Common Multiple, and Gr. Com. Measure and Vulgar Fractions to Reduction, inclusive. Mental Arithmetic.	Principles Arabic and Roman Notation. Vulgar Fractions, Simple Proportion, with reasons of rules. Mental Arithmetic.	Proportion, Practice, Percentage, Stocks, Theory of said rules. Mental Arithmetic.	General Review. Evolution and Evolution, Compound Interest. Mental Arithmetic.
GRAMMAR .....	.....	Pointing out the nouns, verbs, adjectives, adverbs, pronouns and prepositions on any page of Second Reader.	Parts of Speech. Gender, person and number of nouns, and comparisons of adjectives. Separating simple sentences into two essential parts.	Principal grammatical forms and definitions. Analysis of simple sentences. Parsing simple sentences.	Analysis of prose sentences contained in Reading Book. Parsing, with application of rules of Syntax.	Analysis of verse sentences in Reading Book. Parsing, with application of rules of Syntax.
OBJECT LESSONS ..	Lessons on common objects and things (a). On Natural History (b), and on moral duties (c).	Lessons on common objects and things. Lessons on Natural History. Lessons on moral duties.				

PROGRAMME OF THE COURSE OF STUDY—Continued.

SUBJECT.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
COMPOSITION	Simple sentences, orally and in writing. Short descriptions of simple objects.	Simple sentences of any kind, orally or in writing. Short descriptions of simple objects.	Simple and Complex sentences, orally or in writing. Grammatical changes of construction. Short narrative or description. Familiar letters.	Simple and Complex sentences of any kind. Grammatical changes of construction. Narrative and business letters.	Composition on any assigned subject. Paraphrase of any assigned passage.
GEOGRAPHY	Cardinal points of compass, map definitions and map notations.	Definitions. Map of World generally. Maps of America and Ontario.	Map of Canada generally.	Maps of Europe, Asia and Africa. Maps of Canada and Ontario.	Political geography, products, etc., of principal countries of the world.	Physical geography of the continents generally. Use of the globes.
HISTORY	Elements of Canadian and English History.	Canadian and English History continued.	Elements of Ancient and Modern History.
CHRISTIAN MORALS AND CIVIL GOVERNMENT	Christian morals (c).	Elements of Civil Government.	
HUMAN PHYSIOLOGY & NATURAL HISTORY	General view of the Animal Kingdom.	Human Physiology.	*
NATURAL PHILOSOPHY	Nature and use of the Mechanical Powers.	

AGRICULTURAL CHEMISTRY AND BOTANY .....	.....	.....	.....	Elements of Chemistry and Botany in First Lessons in Agriculture, pp. 9-76.	Remainder of First Lessons in Agriculture, but pupils in cities and towns may omit Lessons 30, 31, 32, 34 and 37.	Review previous subjects.
ALGEBRA .....	.....	.....	.....	.....	Definitions and first 17 exercises of authorized Text Book.	Authorized Text Book quadratic equations.
GEOMETRY .....	.....	.....	.....	.....	Definitions, postulates and axioms. First 30 propositions of B. I.	Books I. and II.
MENSURATION .....	.....	.....	.....	.....	Definitions. Mensuration of surface.	Definitions. Mensuration of surfaces and solids.
BOOK-KEEPING .....	.....	.....	.....	.....	Single & double entry.	Single and double entry. Commercial forms and usages.
DOMESTIC ECONOMY (Girls only) .....	.....	.....	.....	.....	In First Lessons of Agriculture, Lesson 38.	
LINEAR DRAWING	On slates.	On slates and blackboard.	.....	Outlines of Maps, common objects on paper.	Outline of Maps and common objects on paper and blackboard.	Outline and perspective sketches of common objects on paper and the blackboard.
VOCAL MUSIC	Simple Songs.	Simple Songs.	Simple Songs.	Simple Songs.	Simple Songs.	Simple Songs.

PROGRAMME OF THE COURSE OF STUDY—*Concluded.*

(a) EXAMPLES OF GALLERY LESSONS.		(b) EXAMPLES OF GALLERY LESSONS.		(c) EXAMPLES OF GALLERY LESSONS.	
COMMON THINGS.—(To be illustrated by specimens of the articles named.)		ANIMALS, ETC.—(Illustrated by the objects Lesson Pictures of the Animals, &c., named.)		ON MORAL DUTIES (ONE PER WEEK).	
India Rubber	Geometrical forms	Cow	Tiger	I.	Love and hatred
Colours	Pens	Horse	Leopard	II.	Obedience, willing and forced
Whalebone	Glass	Dog	Elephant	III.	Truth and falsehood, dissimulation
Glass	Pins	Sheep	Rhinoceros	IV.	Selfishness and self-denial
Leather	Needles	Cat	Hippopotamus	V.	Gentleness and cruelty—in word and action
Fur	Fruits	Chickens	Deer	VI.	Cleanliness and tidiness
Cotton	Flowers	Pig	Whale	VII.	Loyalty and love of country
Linen	Nuts	Turkey	Shark	VIII.	Generosity and covetousness
Hemp	Vegetables	Geese	Herring	IX.	Order and punctuality
Water	Cork	Ducks	Turtles	X.	Perseverance
Fire	Oil	Goat	Serpents	XI.	Patience
Wool	Salt	Birds of Prey	Lizards	XII.	Justice
Paper	Sugar	Parrots	&c., &c., &c.	XIII.	Self-control
Milk	Starch	Lion!		XIV.	Contentment
Coffee	Cheese			XV.	Industry and indolence
Tea	Butter			XVI.	Self-conceit
Camphor				XVII.	Destructiveness
				XVIII.	Tale-telling—when right and when wrong
				XIX.	Forbearance and sympathy—due to misfortune and deformity
				XX.	Tendency of one fault to give rise to another, &c., &c.

NOTE.—The General Limit Table showing the standard required for promotion from each class is published on the cover of each School Register, also in a separate sheet.

APPENDIX E.

MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION.

During the year 1874, the following gentlemen were, under the provisions of the newly consolidated School Law, elected members of the Council of Public Instruction:—

1. Professor Daniel Wilson, LL.D., to represent the High School and Collegiate Institute Masters and Teachers.
2. Samuel Casey Wood, Esquire, M.P.P., to represent the Public School Inspectors.
3. Professor Goldwin Smith, M.A., to represent the Public and Separate School Teachers.

LIST OF MEMBERS.

The Council of Public Instruction now consists of the following members :

1. The Chief Superintendent of Education, *ex-officio* (or in his absence, the Deputy Superintendent);

Eight members appointed by the Lieutenant-Governor, as follows:—

2. The Very Reverend H. J. Grasett, B.D. ; Chairman, appointed 1846, retires August, 1875 (third Tuesday).
3. The Reverend J. Jennings, D.D., appointed 1850, retires August, 1875.
4. The Most Reverend J. J. Lynch, D.D. appointed 1862, retires August, 1876.
5. The Honourable W. McMaster, appointed 1865, retires August, 1875.
6. The Venerable T. B. Fuller, D.D., D.C.L. appointed 1868, retires August, 1876.
7. William McCabe, Esquire, LL.B., appointed 1873, retires August, 1875.
8. Hammel M. Deroche, Esquire, M.A., M.P.P., appointed 1873, retires August, 1876.
9. James Maclellan, Esquire, M.A., Q.C, M.P., appointed 1873, retires August, 1876.

One member elected by each of the Colleges possessing University powers, "members of the Council for all purposes of High Schools and Collegiate Institutes, the selection and approval of library and prize books, and for every other purpose not relating exclusively to Public Schools" :—

10. The Reverend John McCaul, LL.D., elected by the College Council of University College, Toronto.
11. The Very Reverend William Snodgrass, D.D., elected by the Senate of the University of Queen's College, Kingston.
12. The Rev. John Ambery, M.A., elected by the Corporation of Trinity College, Toronto.
13. The Reverend Samuel S. Nelles, D.D., LL.D., elected by the Senate of the University of Victoria College, Cobourg.
14. The Reverend Bishop Carman, D.D., elected by the Senate of the University of Albert College, Belleville.
15. The Reverend J. Tabaret, elected by the Faculty of the College of Ottawa.

These members retire from office on the third Tuesday in August, 1876.

One member elected by each of the three following classes, viz. :—

16. The legally qualified Masters and Teachers of High Schools and Collegiate Institutes :

Professor Daniel Wilson LL.D., elected August, 1874.

17. The Inspectors of Public Schools :

Samuel Casey Wood, Esquire, M.P.P., elected August, 1874.

These members retire on the third Tuesday in August, 1875.

18. The legally qualified Teachers of Public and Separate Schools :

Professor Goldwin Smith, M.A., elected August, 1874:

Retires on the third Tuesday in August, 1876:

STANDING COMMITTEES.

I.—*Interim Committee*.—All the members resident in Toronto.

II.—*On Regulations and Text Books*.—Professor Wilson, Chairman ; His Grace the

Archbishop, Rev. Dr. Jennings, Rev. Principal Snodgrass, Rev. Dr. McCaul, Rev. Professor Ambery, Rev. Dr. Nelles, Rev. Dr. Carman, Mr. S. C. Wood, Professor Goldwin Smith, Rev. J. Tabaret, the Chief Superintendent.

III.—*On Library and Prize Books.*—Mr. Maclellan, Chairman; His Grace the Archbishop, Mr. McCabe, Mr. Deroche, Rev. Professor Ambery, Professor Wilson, Professor Goldwin Smith, the Chief Superintendent.

FORMER MEMBERS OF THE COUNCIL.

The Right Reverend Michael Power, D.D., first Chairman, appointed 1846. Deceased 1847.

The Honourable S. B. Harrison, Q.C., second Chairman, appointed 1850. Deceased 1862.

Hugh Scobie, Esq., appointed 1846. Deceased 1853.

The Right Reverend A. F. M. De Charbonnel, D.D., appointed 1850. Retired 1862.

The Honourable J. C. Morrison, Q.C., appointed 1846. Retired 1873.

James S. Howard, Esq., appointed 1846. Deceased 1866.

The Reverend Adam Lillie, D.D., appointed 1850. Deceased 1865.

The Reverend John Barclay, D.D., appointed 1857. Retired 1873.

MEETING, 1ST MAY.

No. 368.

COUNCIL ROOM, EDUCATION OFFICE, May 1st, 1874.

The Council met, pursuant to notice, at three o'clock P.M., the Very Reverend H. J. Grasett, B. D., in the Chair.

Present: The Chairman.

The Chief Superintendent of Education.

The Venerable T. B. Fuller, D.D.

William McCabe, Esq., LL.B.

Hammell M. Deroche, Esq., M.A., M.P.P.

The minutes of the preceding meeting were read and approved.

The following communications were laid before the Council:—

- 2653 From Mr. A. P. Knight, M.A., Hawkesbury, respecting the revision of the Agricultural Chemistry.
- 2923 From the Asst. Provincial Secretary, transmitting the order approving of certain High School regulations.
- 3850 From Messrs. Adam, Stevenson & Co., respecting the effect of the copyright regulations, &c.
- 5495 From the same, requesting a reply, and making inquiries as to book lists.
- 4811 From the Chairman of the Committee of Examiners, recommending the establishment of a grade C, as well as A and B, for First Class Certificates.
- 5055 From Mr. W. Warwick, submitting specimens of binding for the second book.
- 5151 From Mr. S. Graham, respecting the teaching of Phonetic Shorthand.
- 5909 From the Chairman of the Committee of Examiners, respecting the time for High School Entrance Examinations.
- 6418 From the Inspector of the Town of Brockville, on the same subject.
- 5455 From the Inspector of the County of Durham, on the same subject.
- 6102 and 6413 From the Chairman of the Committee of Examiners, respecting the preparation of the examination papers.
- 6220 From the Principal of the Normal School, respecting the Examination of the Students.
- 6476 From the Secretary of the Senate of Queen's University, Kingston, reporting the election of the Very Rev. Principal Snodgrass, D.D., as the Representative of Queen's College in the Council of Public Instruction.

The Chief Superintendent suggested that in consequence of the change in the law, the Council should confine itself to necessary and routine business until the new members were elected, which was concurred in.

The members present then proceeded to draw lots as to the dates on which they should respectively retire, as required by the new law, with the following result :—

The Very Reverend H. J. Grasett, to retire August, 1875.

The Venerable T. B. Fuller, to retire August, 1876.

William McCabe, Esquire, LL.B., to retire August, 1875.

Hammell M. Deroche, Esquire, M.A., to retire August, 1876.

The Clerk was then instructed to draw for the absent members, in succession, which resulted as follows :—

The Reverend J. Jennings, D.D., to retire August, 1875.

The Honourable W. McMaster, to retire August, 1875.

The Most Reverend J. J. Lynch, D.D., to retire August, 1876.

James MacLennan, Esquire, Q.C., to retire August, 1876.

Ordered, That a grade C, as well as grades A and B of First Class Provincial Certificates be authorized, according to the recommendation of the Central Committee.

Ordered, That the next entrance examination of pupils for admission to the High Schools and Collegiate Institutes take place on the 29th and 30th days of June next, according to the recommendation of the High School Inspectors.

Ordered, That the chief Superintendent be requested to instruct the Central Committee for the examination of Public School Teachers, to prepare the examination papers for the admission of pupils to the High Schools and Collegiate Institutes according to the standard of admission prescribed by the regulations approved by the Lieutenant-Governor in Council.

Ordered, that the Chief Superintendent be requested to instruct the same Committee to prepare the examination papers for the examination and classification of students at the Normal School, and for the examination and classification of Public School Teachers, according to the legally prescribed programmes.

Ordered, That the examination for Public School Teachers' certificates of the second and third classes commence on Monday, 20th July next, and for the first class on Monday, 27th July.

The Chief Superintendent was requested to inform the publishers and others who may inquire or may have inquired respecting the proposed action of the Council as to the approval of books, that such action will be deferred till the election of the new members of the Council.

The following applications for pensions from the Superannuated Teachers' Fund were approved, viz. :—

5150 William Armstrong, of Euphemia, for 45 years' service.

271 Joseph Dean Booth, of Bradford, 21 do

3954 Michael Brennan, of Collingwood, 16 do

5597 Henry Beuglet, of Rochester, 21 do

5449 Patrick Donovan, of Burritt's Rapids, 28 do

896 John Fraser, of Weston, 16 do

5149 John Isbister, of Morris, 15½ do

5447 Barbara A. Irvine, of Kingston, 22 do

3956 Robert Martin, of Richmond, 26 do

2493 Archibald McSween, of Pickering, 20 do

2904 Daniel McRae, of Kingston, 14 do

5325 Timothy J. Newman, of Flamborough

West, 23 do

1572 Robert Power, of Huntley, 23½ do

2549 James Quin, of Ottawa, 13 do

3486 James Scott, of Delaware, 14 do

8648 James Simpson, of Osgoode, 10 do

The time of service claimed by Mr. McRae is 24, and Mr. Quin 22 years. The Chief Superintendent was authorized to allow the additional time, on the production of proper evidence, in both these cases.

The following applications were also approved, but upon condition that the Honourable the Attorney-General gives a favourable opinion as to the eligibility of the candidates under the legal requirement as to subscriptions due, viz. :—

10802	Bernard Boyd, of South Douro, for	18 years' service.
8795	Francis Reynolds, of Cobourg,	14 do
6018	Donald Peter McDonald, of St. Catharines (claims 44, proved 40)	40 do

The applications of (11736) C. F. Russell, and (5246) James Elliott were deferred for further inquiry, and the application of (13545) Timothy McQueen was not approved.

Adjourned.

(Signed)

H. J. GRASSETT,
Chairman.

Certified,

ALEX. MARLING,
Clerk of the Council.

MEETING, 8th MAY.

No. 369.

COUNCIL ROOM, EDUCATION OFFICE, May 8th, 1874.

The Council met, pursuant to notice, at three o'clock, P.M.—Hammell M. Deroche, Esq., M.A., M.P.P., in the chair.

Present—The Chairman *pro tempore*.

The Chief Superintendent of Education.

The Venerable T. B. Fuller, D.D.

William McCabe, Esquire, LL.B.

1. The following communications were laid before the Council :—

6637 From the Registrar of University College, Toronto, reporting the election of the Rev. John McCaul, LL.D., as the Representative of University College in the Council of Public Instruction.

6785 From the Master of the Boys' Model School, resigning his position, in consequence of his appointment as Inspector of Public Schools in Toronto.

6751 From the Principal of the Normal School, reporting that His Excellency the Governor-General had granted a silver medal for the Normal School, and one for each of the Model Schools.

6752 From the same, making a recommendation as to filling the vacancy in the Model School.

6773 From Messrs. Adam, Stevenson & Co., referring to previous communications.

2. *Ordered*, That the resignation of Mr. Hughes be accepted, to take effect, as he requests, on 15th May. That Mr. Scott be promoted to the Mastership of the Model School, Mr. McPhedrain to be first assistant, Mr. Davison to be second assistant.

3. *Ordered*, That in accepting the resignation of Mr. Hughes, this Council has pleasure in expressing its high sense of the ability, diligence and success with which Mr. Hughes has discharged his duties as a teacher in the Boys' Model School during his seven years' connection with it, and the desire of this Council for his future success and happiness in the important office of City Inspector of Public Schools.

4. The following notices of motion were given :—

(1.) Mr. McCabe will move at the next meeting :—That applications for the vacancy in the mastership of the 4th Division in the Boys' Model School, from teachers holding First-Class Normal School certificates, be solicited by advertisement in the daily *Mail* and *Globe*, for such time as the Chief Superintendent may think necessary.

(2.) Mr. McCabe will move at the next meeting :—That a regulation be adopted by the Council, making but one session of the Normal School each year, and fixing its close

at such time that the examination of students of that institution, and other candidates for certificates of qualification as teachers, shall take place at the same time.

5. The following applications for pensions from the Superannuated Teachers' Fund were approved :—

949 Thomas Chaplin, of Campbellford, for 16 years' service, conditional upon an annual certificate of continued disability.

3641 James Cooke, of Portland, for 16 years' service, on the same condition.

6543 Mrs. Frances Johnson, of Brockville, for 19 years' service, on the same condition.

5727 Robert Rooney, of Arthur, for 23 years' service, on the same condition.

788 John Gibbs, of Cannington, for 18 years' service.

4086 Robert Kerr, of Vaughan, for 28 years' service.

262 Charles Macartney, of Flamboro' West, for 15 years' service.

6601 Samuel James Trew, of Caledon, for 24 years' service.

Adjourned.

Certified

ALEX. MARLING.

Clerk of the Council.

(Signed) HAMMELL M. DEROCHE,

Chairman,

Pro tempore.

MEETING, 21ST MAY.

No. 370.

COUNCIL ROOM, EDUCATION OFFICE, May 21st, 1874.

The Council met, pursuant to notice, at three o'clock P.M., the Very Reverend H. J. Grasett, B.D., in the Chair.

Present :—The Chairman.

The Chief Superintendent of Education.

William McCabe, Esq., LL.B.

Hammell M. Deroche, Esq., M.A., M.P.P.

1. It was moved by Mr. McCabe, seconded by Mr. Deroche :—That whereas there is on the public mind an impression more or less general, that Dr. J. H. Sangster, at one time Principal of the Normal School, has taken part in Teachers' Institutes throughout the Province, under the authority of this Council; therefore Resolved, That this Council has in no way whatever sanctioned, authorized or recognised, for any purpose or in any capacity whatever, the connection of said Dr. Sangster with such Institutes or with any other public educational work, since he ceased to be Principal of the Normal School in July, 1871, nor had this Council any legal right so to authorize him.

Moved in amendment by the Reverend the Chief Superintendent, and seconded by the Very Reverend H. J. Grasett, B.D. :—That certain statements having appeared in the newspapers as to this Council having authorized the holding of Teachers' Institutes,

Ordered, That as the law does not authorize this Council to appoint any Teachers' Institute, much less to authorize any person to hold such Institute, this Council has never taken upon itself to appoint such an Institute or any person to conduct it.

Amendment carried, the Chairman giving his second vote.

2. The following communications were laid before the Council :—

6996. From the Principal of the Normal School, respecting appointments in the Model School.

7194. From the same, respecting the duration of the sessions of the Normal School, and transmitting the opinions of (7195) the Mathematical Master, and (7196) of the Science Master.

7156. From the Chairman of the Central Committee, transmitting the opinion of the High School Inspectors respecting the time of holding entrance examinations.

6474. From the Inspector of the County of Stormont, as to a modification of the regulations respecting Third Class Certificates.

7157. From the Chairman of the Central Committee, giving the opinion of his Committee on the point raised in the letter of the Inspector of Stormont.

7129. From Messrs. James Campbell & Son, being a list of books with prices of the same, for approval.

7095. From the Reverend the Provost of Trinity College, reporting the election of the Reverend Professor Ambery as the Representative of Trinity College in the Council of Public Instruction.

14072. From the Inspector of South Hastings, respecting certain proceedings of Mr. W. J. Byam.

6265. From the same, on the same subject.

5721. From the Principal of the Normal School, on the same subject.

Also the circular and forms issued to publishers, respecting books for approval.

3. The Chief Superintendent reported that in the opinion of the Honourable the Attorney-General the literal terms of the law were adverse to the admission to pensions from the Superannuated Teachers' Fund of those candidates whose cases were reserved for his opinion.

4. Respecting the letter of the Inspector of Stormont, the opinion of the Council was that the present regulation as to Third Class Certificates does not require amendment.

5. The Chief Superintendent proposed the following minute, the consideration of which was deferred :—

That Head Masters of High Schools and Graduates in Arts of any University in the British Dominions, if successful teachers, as attested to the satisfaction of the Central Committee appointed by the Council of Public Instruction, may be admitted to the examination for First Class Certificates, without previously obtaining Third and Second Class Certificates.

6. The motion of which notice was given, respecting the Normal School session, was left over by request of the Chief Superintendent.

7. *Ordered*, That any lists and books for libraries and prizes, submitted by publishers and others, be referred to Messrs. McCabe, Deroche and Maclellan, such Committee to report thereon from time to time.

8. *Ordered*, That applications for the vacancy in the fourth division in the Boys' Model School from Teachers holding First Class Normal School Certificates, be solicited by advertisement in the daily *Mail* and *Globe*, for such time as the Chief Superintendent may think necessary.

9. The Chief Superintendent was authorized to intimate that the Spring Term of the High Schools shall this year close on Friday, 26th June, in order to facilitate the holding of the entrance examinations on the 29th and 30th of that month.

Adjourned.

(Signed)

H. J. GRASETT,
Chairman.

Certified,

ALEX. MARLING,
Clerk of the Council.

MEETING 12TH JUNE.

No. 371.] COUNCIL ROOM, EDUCATION OFFICE, 12th June, 1874.

The Council met pursuant to notice at three o'clock, P.M., the Very Reverend H. J. Grasett, B.D., in the Chair.

Present—The Chairman.

The Chief Superintendent of Education.

James Maclellan, Esq., Q.C.

1. The following communications were laid before the Council :—

8041. From Wm. McCabe, Esq., respecting the minutes of last meeting.

7928. From the same, giving notice of motion that it is expedient that the catalogue of library books, now in course of publication, be revised.

7664. From the Principal of the Normal School, reporting temporary arrangements for teaching in the Model School.

7743, 7768, 7853. From Candidates applying for the appointment in the Model School.

8040. From the Principal of the Normal School, on the same subject.

8071. From the same, on the same subject.

8039. From the same, with a report of the standing of the students.

8669. From the same, with a supplementary list.

7780½. From the Committee on Library and Prize Books, being their first report.

10010. From the Inspector of the County of Perth, respecting teachers' institutes, and reply.

9956. From the Inspector of the County of Waterloo, on the same subject, and reply.

12164. From the Inspector of South Grey, on the same subject, and reply.

7710, 12929. From the Inspector of Oxford, on the same subject.

13685. From the Inspector of the County of Peterborough, on the same subject.

7634. From the Inspector of the County of Hastings, North, on the same subject.

7930. From the Chief Superintendent of Education, being a list of books for approval for the Library and Prize Catalogues.

Also, the forms issued respecting the voting for Members of the Council.

2. The following questions (7960) were put by Mr. Maclellan, and were replied to by the Chief Superintendent, as below stated :—

(1.) Whether at any time since the month of July, 1871, Dr. Sangster has been engaged or employed, in any manner, or in any capacity, in connection with education or schools in this Province, with the sanction of the Council, or of the Chief Superintendent, or of the Education Department, or of any officer thereof? and if so, what are the particulars?

Answer.—None whatever.

(2.) Whether, during any part of the time above mentioned, Dr. Sangster has taken any part in any work or duty of an educational kind, with such sanction or recognition as above, or whether any relation has existed between him and the Education Department? and if so, what are the particulars?

Answer.—None whatever.

(3.) Whether the meetings of teachers, called institutes, held in different parts of the country, and presided over by Dr. Sangster, or conducted by him, or any such, have been with any sanction of, or by any arrangement with, the Council or the Chief Superintendent, or the Education Department, or any officer thereof; and whether any expenses in connection with such institutes, or any of them, or of any person attending them, have been paid, or are intended to be paid, out of public funds, or funds over which the Department has any control? and if so, what are the particulars?

Answer.—None whatever.

(4.) Whether any correspondence between Dr. Sangster and the Council, or between Dr. Sangster and the Chief Superintendent, or between him and the Department of Education, or any officer thereof, on the subject of the meetings of teachers or institutes, above referred to, exists among the records, or on the files of the Department? and if so, what is the purport of such correspondence?

Answer.—None whatever.

(5.) Whether there is any correspondence with any person or persons other than Dr. Sangster? and if so, to what effect?

Answer.—The only correspondence having reference to teachers' meetings or institutes, has had relation to teachers taking Friday to attend such meetings or institutes, as one of the five teaching days per annum allowed them, according to law, to visit other schools, and confer with other teachers on the subjects of school organization, discipline and teaching. Most of the Inspectors have never corresponded with me on anything connected with holding teachers' meetings or institutes, but have with the teachers used their own discretion; but in some instances the County Inspectors, being doubtful of their own authority on the subject, have consulted me, and I have in every instance stated my assent to any arrangements they might think proper to make, in order to meet the wishes of

the teachers by allowing them to close their schools on a Friday of their proposed teachers' meeting or institute, as one of the five days allowed them for mutual improvement. The correspondence which I lay before the Council shows that the teachers' meetings or institutes held during the year 1873, presided over by Dr. Sangster, are voluntary meetings of teachers, similar to those which have been held in various counties during many years past, and with the appointment or management or proceedings of which I have not interfered—recognizing the rights of teachers to hold such meetings, though in some instances, in past years, their proceedings have been anything but friendly to myself. To these meetings held during the year 1873, and presided over by Dr. Sangster, by local invitation, I have referred in my last Annual Report, page 79, laid before, and printed by order of the Legislative Assembly.

(Signed) E. RYERSON.

June 12th, 1874.

3. *Ordered*, That Mr. Morris J. Fletcher be appointed as Third Assistant Master in the Boys' Model School.

4. On motion of Mr. MacLennan, seconded by the Chief Superintendent, the first report of the Committee on Library and Prize Books was adopted, and

Ordered, That Mr. Campbell be informed of the approval of the books recommended.

5. On motion of Mr. MacLennan, seconded by the Chief Superintendent,

Ordered, That the names and prices of the books thus sanctioned be published in the next number of the *Journal of Education*, in accordance with section 26, sub-section 27, (c) of the High School Act.

6. The Chief Superintendent gave notice that the question of prices be considered at the next meeting.

Adjourned.

(Signed) H. J. GRASETT,
Chairman.

Certified,
ALEX. MARLING,
Clerk of the Council.

MEETING 27TH JUNE.

No. 372.]

COUNCIL ROOM, EDUCATION OFFICE, June 27th, 1874.

The Council met, pursuant to notice, at three o'clock P.M.—the Very Reverend H. J. Grasett, B.D., in the Chair.

Present.—The Chairman.

The Chief Superintendent of Education.

William M'Cabe, Esq., LL.B.

The Honourable William McMaster.

James MacLennan, Esq., Q.C.

1. The following communications were laid before the Council:—

7240. From the Deputy Superintendent to Messrs. Thos. Nelson & Sons, respecting the prices of books.

8377. From Messrs. Thos. Nelson & Sons, in reply to the foregoing.

Extracts from two letters from Mr. E. J. Potter, of London, on the same subject.

2. The following Notices of Motions were given by the Chief Superintendent:—

The Chief Superintendent gives notice, that, as the members of the Council of Public Instruction as now existing, include only a minority of the members, as contemplated by the School Acts, 37 Victoria, chapters 27 and 28, and as it would not be wise or just, and would be contrary to the obvious intentions of the Legislature, for so small a number of members to decide on matters affecting the future character and operations of

our system of Public Instruction, he will at the first meeting or meetings of the Council of Public Instruction, after its complete constitution as contemplated by law, bring under the consideration of the Council the following subjects:

(1.) The propriety of adopting the Rules of Order of the Legislative Assembly as to modes of proceeding, as the rules of the proceedings of this Council, so far as they may apply.

(2.) The advisableness of making the proceedings of this Council accessible to the public, the same as those of the Legislative Assembly, and, therefore, the expediency of holding the meetings of the Council in the theatre of the Normal School, with proper accommodation for newspaper reporters, and allowing the galleries to be occupied by the public.

(3.) The holding of daily meetings of the Council, until the completion of the business which may be brought before it.

(4.) The revision of all the regulations and programmes of studies for the government and discipline of the Collegiate Institutes and High Schools, and the Public Schools, including the duties of High and Public School Inspectors, Trustees, Teachers, Parents, Pupils, &c., &c.

(5.) The revision of the Text-books for use in the Public Schools, High Schools, and Collegiate Institutes.

(6.) The revision of the catalogue of books for libraries and prizes for the High and Public Schools.

3. On motion of the Chief Superintendent, seconded by Mr. McCabe, it was *Ordered*—That, in consequence of the Government having decided, upon the grounds of safety and economy, to erect a steam-boiler house in the place now occupied by the privies of the Model Schools, for the heating of the Normal and Model School and Education Department Buildings, and to erect the needful conveniences for the Model Schools elsewhere, and as these improvements are not likely to be finished till late in August, the vacation of the Model Schools be extended to Monday the 31st of August, when the said schools shall re-open.

4. The subject of the prices of the library and prize books was discussed, and decision deferred till a meeting to be held on Friday week.

5. On motion of the Chief Superintendent, seconded by Mr. McCabe, it was *Ordered*, That the Chairman, the Chief Superintendent (or in his absence, the Deputy Superintendent), and Mr. McCabe, be a Committee to report upon the principles on which the prices of books for the libraries and prizes are fixed.

Adjourned.

Certified,
ALEX. MARLING,
Clerk of the Council.

H. J. GRASETT
Chairman

MEETING 3RD JULY.

No. 373.]

COUNCIL ROOM, EDUCATION OFFICE, July 3rd, 1874.

The Council met, pursuant to notice, at two o'clock, p.m. The Very Reverend H. J. Grasett, B.D., in the chair.

Present—The Chairman.

The Chief Superintendent of Education.

The Reverend John Jennings, D.D.

William McCabe, Esquire, LL.B.

1. The following communications were laid before the Council:—

8666. From Mr. C. Camidge, of Niagara.

8806. From the Registrar of Albert College, reporting the election of the Rev. A. Carman, M.A., D.D., as the Representative of that Institution in the Council of Public Instruction.

8454. From the Chairman of the Central Committee of Examiners, reporting to the Chief Superintendent the result of the recent examination of the Normal School students.

2. The Chairman presented the Report of the Committee appointed at the last meeting in reference to the principles on which the prices of books are fixed.

The Report was to the effect that the Committee felt that there were certain preliminary difficulties in the consideration of the question submitted to them, and agreed that it would be unwise to proceed further in the enquiry until the Chief Superintendent had obtained an authoritative decision as to the meaning of the terms "cost," "prices" and "grant," which occur in the sections of the Act which refer to the supply to the schools of the books sanctioned by the Council of Public Instruction.

Whereupon it was

3. Moved by the Rev. Dr. Jennings, seconded by the Chief Superintendent, and

Resolved, That the Report of the Committee is concurred in by the Council, and that the Chief Superintendent be requested to obtain the opinion of one of the Judges, or of one of the Superior Courts, on the meaning of the terms above quoted, as they occur in the Act, as authorized by section thirty-two of the Consolidated Act, thirty-seven Victoria, chapter twenty-seven.

4. Moved by the Reverend Dr. Jennings, seconded by the Chief Superintendent, and

Resolved, That Messrs. A. Marling, F. J. Taylor, Walter S. Lee and Joseph Sheard be appointed scrutineers of the votes given for members of the Council.

5. The Chief Superintendent was requested to inform Mr. Camidge that the Council had no power to deal with the subject of his communication.

Adjourned.

Certified,
ALEX. MARLING,
Clerk of the Council.

(Signed)

H. J. GRASETT,
Chairman.

MEETING 1ST SEPTEMBER.

No. 374.]

COUNCIL ROOM, EDUCATION OFFICE, 1st Sept., 1874.

The Council met, pursuant to notice, at three o'clock p.m., the Very Reverend H. J. Grasett, B.D., in the Chair.

Present.—The Chairman.

The Chief Superintendent of Education.

The Reverend J. Jennings, D.D.

His Grace the Most Reverend J. J. Lynch, D.D.

William McCabe, Esquire, LL.B.

James Maclellan, Esquire, M.P., Q.C.

The Reverend S. S. Nelles, D.D.

Reverend A. Carman, D.D.

Daniel Wilson, Esquire, LL.D.

Samuel Casey Wood, Esquire, M.P.P.

Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read.

2. The letter (11327) of the Scrutineers to the Chairman, reporting the results of the recent election of new members was read.

3. The Chief Superintendent requested the Council to take into consideration the question whether the Reporters be admitted to discussions of the Council, and stated what had been the usage heretofore with respect to the Council's proceedings.

The Council having considered the matter, it was—

Ordered, That it is not at present expedient to give to the proceedings a larger measure of publicity that is required by the law.

Ordered, That the Very Reverend H. J. Grasett, B.D., be appointed Chairman for the year commencing this day.

The following communications were laid before the Council :—

From the Venerable T. B. Fuller, D.D., expressing his regret at not being able to be present.

7643. From the Secretary of Victoria College, reporting the appointment of the Reverend S. S. Nelles, D.D., as the representative of that institution in the Council of Public Instruction.

11054. From the President of Albert College, on probable delay in his attending the meeting.

11272. From the Chief Justice of Ontario, respecting the case submitted to him by the Chief Superintendent.

11307. From Messrs. Adam, Stevenson & Co., respecting Mr. Loudon's Algebras, and submitting certain other books.

9825. From the Chairman of the Central Committee, respecting the fixing of a time for receiving appeals from examining boards.

11279. From the Principal of the Normal School, on the course of study.

11308. From the Chairman of the Central Committee, recommending certain candidates for First Class Certificates.

10345. From the Inspector of the County of Ontario, recommending a modification of a regulation.

10897. From the Secretary of the Examining Board of the County of Peel, with a similar recommendation.

11312. From the Chairman of the Central Committee, reporting on the above two letters, which had been referred to his Committee.

11032. From Mr. Charles Clarkson, respecting the procuring of an Honor Certificate.

11310. From the Chairman of the Central Committee, reporting on the foregoing letter.

6. *Ordered*,—(a) That the Committee on Library and Prize Books be continued as heretofore with the same members.

(b) That the Regulations, Programme and Text Books for Collegiate Institutes and High Schools, and the duties of Inspectors of High Schools, be referred to a Committee consisting of the Representatives of the Collegiate Institutes and High School Masters, and of the Colleges, together with Professor Smith, and that until the Roman Catholic College at Ottawa is represented here, His Grace Archbishop Lynch be also a member of the same Committee.

(c) That the Regulations, Programme and Text Books for the Public Schools, and the duties of Inspectors of Public Schools, be referred to the Representatives of Public School Inspectors and Teachers, and of the High School Masters, together with His Grace the Archbishop and the Reverend Dr. Jennings.

(d) That the Interim Committee provided for in the 28th section of the Act, consist of the members resident in Toronto, and that they have the powers of the Council, except that they shall not be empowered to make permanent appointments, or sanction Text Books.

7: *Ordered* That the recommendations of the Central Committee as to the candidates for First Class Certificates be adopted, and that the following certificates be granted :—

GRADE A.

Mr. Archibald Smirl.

" Joseph Standish Carson.

" Morris Johnson Fletcher.

" Edwin D. Parlow.

" Robert Kimball Orr (conditional).*

" John Munroe.

* NOTE.—These conditions have since been complied with, and the certificate has been issued.

GRADE B.

Mr. David McArdle.
 " Thomas Leitch.
 " Alfred Goodbow.
 " Charles Andrew Barnes.
 " David Hammel.

GRADE C.

Mr. John Wesley Cook.
 " Alexander Hotson.
 " Levi Clark (conditional).*

The certificates of Messrs. B. K. Orr and Levi Clark are granted subject to the condition that they furnish more definite evidence of their time of service in the profession.

8. The Chief Superintendent was requested to lay before the Council, at the next meeting, a copy of the Case submitted by him for the opinion of the Chief Justice, at the request of the Council, respecting the prices of books.

9. *Adjourned* till Thursday at three o'clock.

Certified,
 ALEX. MARLING,
Clerk of the Council.

(Signed)

H. J. GRASETT,
Chairman.

MEETING 3RD SEPTEMBER.

No. 375.]

COUNCIL ROOM, EDUCATION OFFICE, Sept. 3rd, 1874.

The Council met, pursuant to adjournment, at three o'clock, p.m. the Very Reverend H. J. Grasett, B.D., in the Chair.

Present—The Chairman.

The Chief Superintendent of Education.
 His Grace the Most Reverend J. J. Lynch, D.D.
 The Honourable William McMaster.
 William McCabe, Esquire, LL.B.
 James MacLennan, Esquire, Q.C., M.P.
 The Rev. A. Carman, D.D.
 Daniel Wilson, Esquire, LL.D.
 Samuel Casey Wood, Esquire, M.P.P.
 Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read and approved.
2. The following communications were laid before the Council :—
 11330. From the High School Inspectors, with suggestions.
 11344. From the Chairman of the Central Committee, on Programmes.
 11379. From the Principal of the Normal School, on the course of study.
3. The Chief Superintendent of Education also laid before the Council a copy of the case he had submitted to the Chief Justice.
4. The Chief Superintendent made a statement respecting the arrangements for teaching the several branches of study in the Normal School for this session.
5. The Report (11413) of the Committee on Regulations was read and adopted.

* These conditions have since been complied with, and the certificate has been issued.

6. *Ordered*, That when the Council is not in session the Chief Superintendent shall be at liberty to lay before the Committees any communications requiring their immediate attention.

7. *Ordered*, That the proposed course of study for the Normal School be referred to the Committee on Public School Regulations.

8. *Ordered*, That the Committee on High and Public School Regulations, &c., be hereafter one joint Committee.

9. *Ordered*, That one gold, two silver, and two bronze medals, of a total value of \$100, be granted to teachers who have passed the best examinations (1874), as recommended by the Central Committee.

10. *Ordered*, That in addition to the restrictions on the power of the Interim Committee already adopted, the principle on which the prices of books are to be fixed be reserved for the decision of the Council.

11. *Ordered*, That the Council concur in the recommendations of the Central Committee contained in letters 11312 and 11310.

12. *Ordered*, That in the advertisement alluded to in the Report of the Committee, Public School Inspectors and Teachers be also invited to express their opinions on the books.

13. *Ordered*, That the Clerk of the Council inform the proprietors of the *Toronto Mail, Globe and Leader*, that a copy of the report of the proceedings of this Council and of the Interim Committee, similar to that required by law to be published in the *Journal of Education* will be furnished on application.

14. *Ordered*, That the next regular meeting of the Council be held on the first Tuesday in October next.

15. The minutes of the meeting were read and approved.

16. *Adjourned*.

(Signed)

H. J. GRASSETT,
Chairman.

Certified,
ALEX. MARLING,
Clerk of the Council.

MEETING 6TH OCTOBER.

No. 376.]

COUNCIL ROOM, EDUCATION OFFICE, October 6th, 1874.

The Council met, pursuant to notice, at three o'clock p.m., the Very Reverend H. J. Grasset, B.D., in the Chair.

Present.—The Chairman

The Deputy Superintendent of Education.

The Honorable William McMaster.

William McCabe, Esquire, LL.B.

James MacLennan, Esquire, Q.C., M.P.

The Reverend John Ambery, M.A.

The Reverend Bishop Carman, D.D.

Samuel Casey Wood, Esquire, M.P.P.

Goldwin Smith, Esquire, M.A.

The Reverend J. Tabaret.

1. The minutes of the preceding meeting were read.

2. The following communications were laid before the Council:—

No. 11989. From the Faculty of the College at Ottawa, reporting the election of the Reverend J. Tabaret as the representative of that institution in the Council of Public Instruction.

12230. From the Venerable T. B. Fuller, on his absence.

1 2259. From the Very Reverend William Snodgrass, D.D., on his absence.

11456. Being a communication in reference to certain correspondence.
 11845. From Messrs Bethune & Hoyles, on behalf of Messrs. Campbell & Son, respecting the case submitted to the Chief Justice.
 12272. From the Principal and Masters of the Normal School, on salaries.
 11907. From the Inspector of the County of Halton, respecting a regulation.
 11953. From the Inspector of South Hastings, on Text Books.
 12007. From the Inspector of Russell, do
 12072. From the Inspector of North York, do
 12073. From the Inspector of South Huron, do
 12074. From the Inspector of Stormont, do
 12103. From the Inspector of Perth, do
 12106. From the Inspector of West Middlesex, do
 12107. From the Inspector of East Victoria, do
 12109. From the Inspector of Peel, do
 12319. From the Inspector of Prince Edward, do
 11863. From the Teachers of the Stratford Public School, do
 11895. From the Teacher of Section No. 7, Sidney, do
 11944. From the Principal of the Central School, Ottawa, do
 11946. From the Teacher of Section No. 5, Usborne, do
 11990. From the Principal of the Public School, Orillia, do
 12029. From a Teacher of the Ottawa Central School, do
 12032. From the Teacher of Section No. 2, Mornington, do
 12033. From the Master of the Public School, Port Elgin, do
 12035. From the Teacher of Section No. 2, S. Easthope, do
 12038. From the Master of the Public School, Ingersoll, do
 12039. From the Master of the Public School, Exeter, do
 12040. From the Master of the Public School, Port Elgin, do
 12041. From the Master of the Public School, Amherstburgh, do
 12045. From the Secretary of the Exeter District Teachers' Institute, do
 12047. From the Secretary of the Toronto Teachers' Association, do
 12066. From the Teacher of Section No. 15, Oxford, do
 12067. From the Master of the Public School, Almonte, do
 12096. From the Master of the Public School, Elora, do
 12100. From the Teacher of the Public School, Martintown, do
 12122. From a Teacher of a Public School, Lancaster, do
 12128. From a Teacher of a Public School, King, do
 12193. From the Master of the Central School, Goderich, do
 12031. From the Chairman of the Central Committee of Examiners, do
 12070. From J. M. Buchan, Esq., M.A., Inspector of High Schools, do
 12101. From S. A. Marling, Esq., M.A., Inspector of High Schools, do
 11716. From the Assistant Master of the High School, Napanee, do
 11981. From the Head Master of the Collegiate Institute, Cobourg, do
 11988. From the Head Master of the High School, Orangeville, do
 12008. From the Assistant Teacher of the same, do
 12044. From the Head Master of the High School, Goderich, do
 12062. From the Head Master of the High School, Picton, do
 12063. From the Head Master of the High School, Almonte, do
 12061. From the Assistant Teacher of the same, do

12089. From the Head Master of the Collegiate Institute, St. Catharines, on Text Books.

12090. From the Head Master of the High School, Carleton Place, on Text Books.

12194. From the Head Master of the High School, Ingersoll, do

12254. From the Head Master of the Collegiate Institute, Kingston, do

3. *Ordered*, That the letters in reply to the Circular respecting Text Books be referred to the Committee on Regulations and Text Books.

4. A draft of certain Rules of Order for the Proceedings was laid before the Council.

5. *Ordered*, That the Chairman, the Chief Superintendent, the Honourable William McMaster, Mr. McLennan and Mr. Wood, be a Committee to Report on the Rules of Order. The Chief Superintendent to be Convener.

6. The subject of Qualifications of Head Masters of Collegiate Institutes and High Schools was considered, and it was

Ordered, That the Central Committee be requested to advise the Council what period of teaching in a school would be satisfactory evidence of the qualification required by section seventy-two of the High School Act, and at the same time whether, in the opinion of the Committee, there is any kind of satisfactory evidence of such qualification other than the having actually taught in a school, and if so, what kind of evidence it is.

7. The following applications for Pensions from the Superannuation Fund were considered and approved :

No. 8759. Mr. Alexander Burdon, Belleville, for 34 years' service.

11450. Mr. John Chapman, Brighton, for 10 years' service, on condition of an annual medical certificate of disability, subject also to the recommendation of the Inspector.

7923. Mr. William Clifford, Chinguacousy, for 3 years' service, on condition of furnishing an annual certificate of disability.

1919. Mrs. Rebecca A. Johnson, of Bastard, for 15 years' service.

13034 ; -73. Mr. Luke D. Maxwell, of Augusta, for 24 years' service.

9938. Mr. Charles McLennan, of Erin, for 9 years' service, on condition of producing an annual certificate of disability.

13545 ; -73. Mr. Timothy McQueen, of Chatham, for 22 years' service, subject to the production of an annual certificate of disability.

8. The applications of Mr. James Elliott (5658) and of Mr. Charles F. Russell (11736) were further deferred.

9. The application (10317) of Miss Mary Spafford was rejected.

10. *Ordered*, That the communication of the Normal School Masters be referred to a Committee consisting of the Representatives of Colleges now present, with Messrs. McCabe and MacLennan.

11. *Ordered*, That Professor Wilson and Professor Smith be added to the Committee on Library and Prize Books.

12. The following notice of motion was given :—

Mr. McCabe will move at the next meeting of the Council at which the Chief Superintendent may be present—That the meetings of the Council be open to the representatives of the Press, except when questions affecting private character may be under consideration.

13. *Adjourned* till Wednesday, the 7th instant, at three o'clock.

(Signed) H. J. GRASETT,
Chairman.

MEETING 7TH OCTOBER.

No. 377.] COUNCIL ROOM, EDUCATION OFFICE, October 7th, 1874.

The Council met, pursuant to adjournment, at three o'clock P.M., the Very Reverend H. J. Grasett, B.D., in the Chair.

Present—The Chairman.

The Chief Superintendent of Education.
 William McCabe, Esquire, LL.B.
 James Maclellan, Esquire, Q.C., M.P.
 The Reverend John Ambery, M.A.
 The Reverend Bishop Carman, D.D.
 Daniel Wilson, Esquire, LL.D.
 Samuel Casey Wood, Esquire, M.P.P.
 Goldwin Smith, Esquire, M.A.
 The Reverend J. Tabaret.

1. The minutes of the preceding meeting were read and approved.
2. A communication from Mr. W. J. Robertson, B. A. (12320), respecting his qualification as a High School Master, was laid before the Council.
3. An improved copy-book cover, submitted by Mr. Adam Miller, was also laid on the table.
4. The application of Mr. James Elliott for a pension was referred to Mr. Maclellan and Mr. Wood.
5. The Report of the Committee to whom was referred the communication (12272) from the Masters of the Normal School, was read, and it was
Ordered, That the Report now read be received and adopted.
6. The Council proceeded with the revision of the General Regulations for the Organization, Government and Discipline of Public Schools in Ontario, and adopted the revised Regulations as far as Section V., number 18, as now numbered, inclusive.

[*Regulations published in Appendix.*]

7. The application and testimonials of Mr. W. J. Robertson having been considered and the Council having heard Mr. Robertson's further statement,
 It was moved by Mr. Maclellan, seconded by the Chief Superintendent, and
Resolved, That a certificate of fitness to be appointed Master of a High School or Collegiate Institute be granted to Mr. W. J. Robertson, B. A.
8. It was further
Ordered, That the Chief Superintendent be and is hereby requested to ascertain from the Hon. Attorney-General what the "Report of the proceedings of the Council and of the Interim Committee," named in Section 24 of the "Act to amend and consolidate the Law relating to the Council of Public Instruction, the Normal Schools, Collegiate Institutes and High Schools," should comprise.
9. *Adjourned* till Thursday, the 8th instant, at three o'clock.

(Signed) H. J. GRASETT,
Chairman.

MEETING 8TH OCTOBER.

No. 378.]

COUNCIL ROOM, EDUCATION OFFICE, October 8th, 1874.

The Council met, pursuant to adjournment, at three o'clock P. M., the Very Reverend H. J. Grasett, B. D., in the Chair.

Present,—The Chairman.

The Chief Superintendent of Education.
 James Maclellan, Esquire, Q.C., M.P.
 The Reverend John Ambery, M.A.
 The Reverend Bishop Carman, D.D.
 Daniel Wilson, Esquire, LL.D.

The minutes of the preceding meeting were read and approved.

The General Report (12340) of the Inspectors of Collegiate Institutes and High Schools for the year 1873 was laid before the Council, and it was

Ordered, That the Report be referred to the Committee on Regulations and Text Books.

The Council proceeded with the revision of the Public School Regulations, and completed the same.

[Regulations published in Appendix.]

Ordered, That the following note be appended to the Regulations now adopted :—

“These Regulations are provisionally adopted by the Council of Public Instruction, subject to future revision.”

Ordered, That the Copyright Regulations be referred to the Committee on Regulations and Text Books.

Ordered, That the entrance examinations for High Schools and Collegiate Institutes be held in June and December of each year, as recommended by the Inspectors.

The application of Mr. James Elliott, of Ingersoll, for a pension from the Superannuation Fund having been again under consideration, it was

Ordered, That a pension be granted to Mr. Elliott for 22½ years' service, subject to the condition of his annually furnishing satisfactory proof of continued disability.

Ordered, That no Inspector of High or Public Schools shall in any way interfere in the election of Members of the Council of Public Instruction, by Teachers of Collegiate Institutes, High Schools or Public Schools.

Ordered, That the Reverend Professor Ambery be added to the Committee on Library and Prize Books.

Ordered, That the next regular meeting of the Council be held on Tuesday, the 8th of December next.

Adjourned.

(Signed) H. J. GRASETT,
Chairman.

Certified,
ALEX. MARLING,
Clerk of the Council.

INTERIM COMMITTEE MEETING, 16TH OCTOBER.

No. 379.]

COUNCIL ROOM, EDUCATION OFFICE, October 16th, 1874.

The Interim Committee of the Council met, pursuant to notice, at four o'clock P.M. the Very Reverend H. J. Grasett, B. D., in the Chair.

Present—The Chairman.

The Chief Superintendent of Education.

The Reverend John Jennings, D.D.

William McCabe, Esquire, LL.B.

James MacLennan, Esquire, Q.C., M.P.

The Rev. John Ambery, M.A.

1. The following communications were laid before the Committee :—

12487. From the Honourable the Attorney-General, in reply to an inquiry respecting the reports of the proceedings of the Council and Committee.

12559. From the Teachers of the Model Schools, respecting salaries.

12555. From the Honourable William McMaster, on absence.

12494. From Professor Wilson, on absence.

2. The Chief Superintendent requested the Committee to consider the mode of applying the grant of \$1000 for revising Text Books, and it was

Ordered, That the attention of the Committee on School Regulations and Text Books be called to the existence of the grant, and that the letters relating to the subject be referred to them.

3. A Second Report (12569) from the Committee on Library and Prize Books was received and adopted.

4. A Report (12568) from the Committee on Rules of Order for the proceedings of the Council, and of the Interim Committee, was received and adopted.

5. *Adjourned.*

(Signed) H. J. GRASETT,
Chairman.

Certified,
ALEX. MARLING,
Clerk of the Council.

MEETING 8TH DECEMBER.

No. 380.] COUNCIL ROOM, EDUCATION OFFICE, December 8th, 1874.

The Council met, pursuant to notice, at three o'clock P.M., the Very Reverend H. J. Grasett, B.D., in the Chair.

Present—The Chairman.

The Chief Superintendent of Education.
His Grace the Most Reverend J. J. Lynch, D.D.
The Venerable T. B. Fuller, D.D.
The Very Reverend W. Snodgrass, D.D.
The Reverend John Ambery, M.A.
The Reverend S. S. Nelles, D.D.
The Reverend A. Carman, D.D.
Daniel Wilson, Esquire, LL.D.
Goldwin Smith, Esquire, M.A.

1. The following communications were laid before the Council :—

- 14225. From Mr. McCabe, on his absence.
- 13880. From Mr. MacLennan, on his absence.
- 11907. 13684. From the Inspector of the County of Halton, on the regulations respecting Monitors and Assistants.
- 14062. From the Chairman of the Central Committee, respecting Candidates for First and Second Class Certificates.
- 14005. From the same, on the admission of Public School Teachers as High School Pupils.
- 14063. From the same, on the qualifications of Head Masters of High Schools.
- 11787. From the same, on the regulation for issuing Second Class Certificates.
- 11455. } From the Head Master of the Collegiate Institute, St. Catharines, on the
- 13137. } time for Entrance Examinations.
- 14008. }
- 14171. From Inspector McLellan, on the same subject.
- 14172. From Inspector Buchan, on the same subject.
- 14173. From Inspector Marling, on the same subject.
- 13136. From the Head Master of the Collegiate Institute, St Catharines, respecting another regulation.
- 12987. From Mr. R. Potter, Seymour, submitting school dialogues for approval.
- 13168. }
- 14052. } From Mr. J. B. Hamilton, B.A., on his qualifications as a Head Master.
- 12408. From the Teacher of Section No. 4, Sydenham, on Text Books.
- 14170. From a Teacher in the High School, Oakwood, on the same subject.
- 12819. From Teachers in the High and Public Schools, Collingwood, on the same subject.
- 12902. } Lists of books submitted by the Chief Superintendent for libraries and
- 13595. } prizes.

14306. From Miss Louisa M. Baldwin, on obtaining a certificate.
 14407. From Mr. P. S. Howell, on the authorized grammar.
 13675. From the Rev. T. L. Wilkinson, Nassagaweya, submitting "Lyman's Historical Chart" for approval.

Also several applications from teachers for pensions.

2. The conveners of the Committees not being then present with their Reports, it was *Resolved*, That the letters respecting Text Books received from the members of the Central Committee and the Public School Inspectors be read, which was done.

3. The Reports of the Committees on Regulations and Text Books (14246), and on Library and Prize Books (14247), were then presented and read.

4. Dr. Wilson gave notice that he would move the adoption of the Report of the Committee on Regulations to-morrow.

5. The Rev. Professor Ambery gave notice that he would move the adoption of the Report of the Committee on Library Books, to-morrow.

6. Dr. Wilson gave notice, that he would submit a motion to enable Teachers of Public Schools to enter the High Schools as Pupils, without being required to pass an entrance examination.

7. *Also*, that he would move, that whereas the Provincial Association at their last session passed a resolution requesting the establishment of an additional entrance examination for the Collegiate Institutes and High Schools, the same be referred to the Central Committee to report if there are any reasons rendering such an additional examination objectionable.

8. The communications on Books were referred to the respective Committees.

9. The Chief Superintendent, having asked the pleasure of the Council, was desired to report as formerly respecting the several applications for pensions.

10. The Chief Superintendent gave notice that he would move certain Regulations on the matters referred to the Chairman of the Central Committee, whose replies have been read to the Council.

11. *Adjourned* till half-past ten a.m. next day.

(Signed)

H. J. GRASETT, B.D.,
Chairman.

MEETING 9TH DECEMBER.

No. 381.]

COUNCIL ROOM, EDUCATION OFFICE, December 9th, 1874.

The Council met, pursuant to adjournment, at half-past ten o'clock A.M., the Very Reverend H. J. Grasett, B.D., in the Chair.

Present—The Chairman.

The Chief Superintendent of Education.

The Very Reverend W. Snodgrass, D.D.

The Reverend S. S. Nelles, D.D.

The Reverend A. Carman, D.D.

Daniel Wilson, Esquire, LL. D.

Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read and approved.

2. The following communications were laid before the Council:—

14,340½. From the Deputy Superintendent of Education, referring to two paragraphs in the Report of the Committee on Regulations.

14,306. From His Grace the Archbishop, respecting Text and Library Books.

3. On motion of the Chairman of the Committee on Regulations and Text Books, their report was recommitted.

4. The communications above mentioned were referred to the same Committee.

5. The Committee on Regulations and Text Books presented their Report (14,246), amended.

6. The Chairman of the Committee moved the adoption of the Report.
7. The discussion of the Report ensued and continued till one o'clock p.m., when the Council adjourned till three o'clock.
8. The Council met again at three o'clock p.m., the same members being present.
9. A communication (14,226) from Count de Zaba, submitting his charts of History ; also

A letter (13,729) from Miss Whimster, resigning her position in the Model School, were laid before the Council.

10. The Rev. Dr. Carman gave notice of motion for the substitution of the words February, May, August and November, for the words January, April, July and October, in Rule I. of the Rules of Proceeding ;

11. Also, That Rule VI. be expunged, and that the words "at least a day's" be substituted, for the words "a similar" in Rule VII.

12. The Very Rev. Dr. Snodgrass gave notice of motion, that instead of Rule VI., the following be substituted :—

"One day's notice at least must be given of every motion, the object of which is to introduce any matter not already in due course of proceeding before the Council, but a motion for the suspension of a Rule or for the adjournment of a meeting shall always be in order, and shall be disposed of at once."

13. The Chief Superintendent proposed resolutions in amendment to the motion for the adoption of the Report of the Committee on Regulations and Text Books. After further discussion, it was

14. *Ordered*, That the Report of the Committee on Text Books be recommitted for their consideration and subsequent report ; also, That the Chief Superintendent be requested to furnish the Committee with the Resolutions prepared by him as a substitute ; that it be an instruction to the Committee to provide for the admission of a choice of Text Books, under due restrictions as well as for the revision of the present series.

15. *Adjourned* at a quarter to six o'clock till half-past ten a.m. to-morrow.

(Signed) H. J. GRASETT, B.D.,
Chairman.

MEETING 10TH DECEMBER.

No. 382.] COUNCIL ROOM, EDUCATION OFFICE, December 10th, 1874.

The Council met, pursuant to notice, at half-past ten o'clock A.M., the Very Reverend H. J. Grasett, B.D. in the chair.

Present—The Chairman.

The Chief Superintendent of Education.
His Grace the Most Rev. J. J. Lynch, D.D.
The Very Reverend W. Snodgrass, D.D.
The Reverend S. S. Nelles, D.D.
The Reverend A. Carman, D.D.
Daniel Wilson, Esquire, LL.D.
Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read and approved.
2. A letter (14408) from the Venerable T. B. Fuller, D.D., on his absence, was read.
3. Professor Smith gave notice of motion, That the Chief Superintendent be *ex officio* a member of all Committees of the Council.
4. In accordance with one of the recommendations in the Report of the Committee on Regulations and Text Books respecting the proposals of the Principal and Masters of the Normal School, it was

Ordered, That there be a revision of the subjects of examination and scheme of Lectures in the Normal School, and that a Committee be appointed to examine the whole

system, and consult the Masters of the Normal School as to the working, or suggested deficiencies in the present working of the institution; such Committee to consist of Professor Smith, Professor Ambery, Professor Wilson and the Chief Superintendent.

5. The third Report (14247) of the Committee on Library and Prize Books was then read, and its adoption having been moved and discussed, it was

Ordered, That, the Report of the Committee on Library and Prize Books be re-committed for consideration and subsequent report; with instructions to inquire whether any, and, if any, what improvement may be effected in the present plan of obtaining and distributing the Library and Prize Books in connection with the Education Department.

6. *Ordered*, That Teachers and Assistant Teachers of Public Schools, having already passed an examination, may be admitted to enter the High Schools as pupils without being required to pass the usual entrance examination.

7. Dr. Wilson having made the other motion of which notice was given, respecting an additional High School entrance examination, it was

Ordered, That the opinions of the High School Inspectors on the above propositions having been read and considered, with their reasons adverse to the change of system, no further action be taken in the matter.

8. *Ordered*, That Teachers holding First or Second Class Certificates, granted anywhere in the British Dominions, may be admitted to examination for First and Second Class Certificates respectively in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience, as required of other Teachers.

9. *Ordered*, That Graduates in Arts who have proceeded regularly to their degrees in any University in the British Dominions, and who produce satisfactory evidence of having taught successfully for one year, and give satisfactory proof of good moral character, may be admitted to the examination for First Class Certificates without previously obtaining Third and Second Class Certificates.

10. *Ordered*, (1.) That any person wishing to become a Head Master of a High School or Collegiate Institute, after the 24th day of March, 1874, shall comply with the following regulations (37 Vic. cap. 27, sec. 28 [4, and 72]).

(a) He shall present for the inspection of the Board employing him the Diploma which he may have received from any University in Her Majesty's Dominions, or furnish other satisfactory proof to the Board that he has regularly graduated in the Arts Department of such University.

(b) He shall present to the Board a Certificate from the Council of Public Instruction showing that he has satisfied that body as to his knowledge of the science and art of teaching, and of the management and discipline of schools.

No honorary degree can be admitted as evidence of compliance with the law.

(2.) Any Graduate in Arts of a chartered University in the British Dominions, who has proceeded regularly to his degree, and who produces evidence satisfactory to the Council of Public Instruction that he has taught successfully for one year as Assistant Master in a High School, or who is the holder of a First or Second Class Certificate as a Public School Teacher, shall be considered eligible for the Certificate qualifying him for the Head Mastership of a High School.

(3.) Graduates whose experience in teaching has been gained in Colleges and Private Schools must satisfy the Council that such experience is sufficient, before they can be regarded as eligible for appointment to a Head Mastership.

11. *Ordered*, That in the opinion of the Council, permanent certificates, valid throughout the Province, should all be given on the recommendation of one and the same Examining Board, and the Chief Superintendent is requested to give public intimation of this opinion.

12. *Ordered*, That in the Rules of Proceeding—Rule I.—instead of the words "The Council shall meet quarterly, on the first Tuesday in each of the months of January, April, July and October," the following shall be substituted: "The regular meetings of the Council shall be held on the first Tuesday in each of the months of February, May and November," and in Rule II. the word "Regular" shall be substituted for "quarterly."

13. *Ordered*, That Rule VI. be expunged and the following be substituted—"VI. A rule may at any time be suspended by the vote of a majority, and a new subject may

at any time be introduced by a unanimous vote. Otherwise one day's notice at least must be given of every motion except in the case of special meetings called by the Chief Superintendent, but a motion for adjournment shall be always in order.

14. The following applications for pensions from the Superannuated Teachers' Fund were approved :—

Mr. Robert Dickson, of Township of Westminster,	18 years' service.
" Mathew Elder " Lochiel,	28 " "
" William Gorman " Bastard,	26½ " "
" John Lawson " Crosby, S.,	44 " "
" Joseph Leighton " Fergus,	6½ " "
" George McGill " Elma,	26 " "
" Luke Morris " Madoc,	19 " "
" Dawson Reid " Somerville,	13 " "
Miss Annie Russell " Bastard,	8 " "
Mr. James R. McNeillie " Port Hope	21 " "
" William Gilmer " S. Mountain,	10 " "

15. *Ordered*, That the rule requiring one day's notice be suspended, and that the following be adopted :—

That the Chief Superintendent be *ex-officio* a member of all Committees of this Council; also the following :—

16. *Ordered*, That the following modification be made in the *Regulations** (*Chapter VII.*) for the examination of Candidates for Certificates as Public School Teachers and Monitors.

The regulations as to "Value and Duration of Certificates" shall be as follow :—

5. *Value and Duration of Certificates.*

(a) First and Second Class Certificates are valid during good behaviour, and throughout the Province of Ontario. A First Class Certificate of any grade renders the holder eligible for the office of Examiner of Public School Teachers; that of the highest grade (A.) renders the holder eligible for the office of Public School Inspector. Certificates of eligibility for these offices are to be obtained on application at the Education Office.

(b) Third Class Certificates are valid only in the county where given or endorsed, and for three years only, and not renewable except on the recommendation of the County Inspector; but a Teacher holding a Third Class Certificate may be eligible in less than three years for examination for a Second Class Certificate, on the special recommendation of his County Inspector.

(c) Third Class Certificates shall only be endorsed by a Public School Inspector having jurisdiction, at the request in writing of a School Corporation, and on condition that the holder present a certificate of good moral character, signed by a clergyman within a month of the date of such application.

(d) A Third Class Certificate shall be endorsed but once by the same Inspector, and in no case by more than two Public School Inspectors, nor shall it be endorsed in a county in which the holder had previously held one of the same grade.

The regulations as to Certificates to Monitors and Assistants in Public Schools shall be as follow :—

6. *Certificates to Monitors and Assistants in Public Schools.*

At the request in writing of any Public or Separate School Corporation, a Public School Inspector may admit to examination any senior pupil, or other candidate for the position of Monitor or Assistant in such Public or Separate School, on the following conditions :—

(a) The pupil or other candidate shall present to the Inspector a certificate of good moral character, signed by a clergyman.

* Regulations published in Appendix.

(b) The subjects of examination for the position of Monitor shall be reading, writing, spelling and the elementary parts of grammar, geography and arithmetic.

(c) The subjects of examination for the position of assistant teacher shall be those prescribed for third class certificates.

N.B.—A competent knowledge of those subjects, at the discretion of the Inspector, shall be required.

(d) No candidate shall be admitted to examination for a Monitor's certificate under fifteen years of age, or from a lower class than the Fourth; nor for a certificate as an assistant under sixteen years of age, or from a lower class than the Fifth.

(e) No certificate shall be given for a longer period than one year. Such certificate may be specially renewed for twelve months at the discretion of the Inspector; but no certificate shall be granted a third time without re-examination.

(f) A certificate may be suspended or cancelled at the discretion of an Inspector, for any cause which he may deem sufficient to warrant it.

(g) All certificates granted, suspended, or cancelled, and all other information desired, shall be duly reported by the Inspectors to the Chief Superintendent of Education—37 Vict., chap. 28, secs. 112 (27) and 114 (18).

N.B.—When the pupils enrolled in a Public School amount to more than fifty, and less than one hundred, the trustees must employ an assistant teacher.

17. The minutes were read and approved.

18. Adjourned.

(Signed)

H. J. GRASETT, B.D.,
Chairman.

Certified,

ALEX. MARLING,

Clerk of Council.

APPENDIX F.

INSPECTORS' AND EXAMINERS' CERTIFICATES, AND RETIRED TEACHERS.

I.—NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

Note.—All Inspectors will be *ex-officio* Members of the Boards of Examiners for their respective Counties:

Agnew, John, M.D.

Alexander, William.

Bigg, E.M., M.A.

Blaicher, Peter C.

Brebner, John.

Brown, James Coyle.

Bigg, William R.

Brown, Alick Howard.

Brown, Arthur.

Ball, James H., M.A.

Burrows, Frederick.

Burt, Rev. F.

Blair, Rev. George, M.A.

Bradbury, Joel Lawton, M.A.

Ballard, William Henry, B.A.

Cameron, John.

Clarke, J. A., B.A.

Clarkson, Charles.

Carlyle, William.

Carman, Robert B., M.A.

Carson, J. S.

Hill, Rev. G. S. J., M.A.

Hilliard, Thomas.

Harcourt, Richard, M.A.

Hodgson, James.

Hughes, James.

Hughes, J. H., M.A.

Jenkyns, Rev. E. H., M.A.

Johnston, John.

Kelly, Michael J., M.D.

Kinney, Robert, M.D.

Knight, James H.

Kidd, William G.

Langdon, Richard V.

Little, Robert.

Livingston, John.

Laing, Rev. John, M.A.

Malloch, Donald McGregor.

Maxwell, D. A.

May, Charles Henry.

Millar, John.

Miller, John R.

Moore, John, B.A.

Morgan, James C., M.A.

Nelles, W. W., M.A.

Nichol, William, M.D.

Nichols, Wilmot M., B.A.

Ormiston, David, M.A.

Parlow, E. D.

Patterson, E. G., M.A.

Platt, John Milton, M.D.

Purslow, Adam.

Preston, James, B.A.

Price, Robert.

Pearce, Thomas.

Ridgway, Robert.

Ross, A. W.

Ross, Donald Wilson, B.A.

Ross, George W., M.P.

Ross, W. H.

Ross, John R.

Reazin, Henry.

Rodgers, Rev. Robert.

NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.—*Continued*

Carson, W. J.
 Clapp, David P.
 Clendening, William Scott.
 Coleman, Rev. A. H., B.A.
 Colter, C. W., B.A.
 Davey, Peter N.
 Derness, John.
 Dewar, Archibald.
 Douglas, William Alexander.
 Dunn, J. Murison, B.A.
 De la Matter, Henry.
 Donnelly, Joseph Henry.
 Dupuis, W. T., M.A.
 Emerson, Samuel.
 Fullerton, James.
 Freer, Benjamin.
 Ferguson, Rev. W., A.M.
 Foreman, William.
 Fotheringham, David.
 Gick, Henry.
 Ganton, Stephen.
 Glashan, John C.
 Groat, Stillman P.
 Gray, James B.
 Gordon, Nathaniel.
 Gordon, Rev. James, M.A.
 Garrett, Rev. Thomas, B.A.
 Hay, Andrew.

Mills, James, B.A.
 McCaig, Donald.
 McCausland, W. J.
 McFaul, John H.
 McKinnon, Donald J.
 McColl, Hugh.
 McLean, John.
 McKay, Hugh Munro.
 McKee, Rev. William, B.A.
 McDowall, Joseph W.
 McDiarmid, Donald, M.D.
 McKee, Rev. Thomas.
 Mackintosh, William.
 MacNab, Rev. F. F., B.A.
 Moses, Clarke.
 Murray, Alexander, M.A.
 McNaughton, Alexander.
 Muir, Rev. J. B., M.A.
 McLean, Peter.
 Moore, Charles Boyd.
 Moran, John Moran.
 McBrien, James.
 May, Rev. John, M.A.
 McCallum, Archibald, M.A.
 McClatchie, Alfred, B.A.
 Matheson, Robert, B.A.
 Munro, John.

Smirl, Archibald.
 Smith, Joseph H.
 Sullivan, Dion C., LL.B.
 Steele, Thomas O.
 Shaw, John.
 Smith, Rev. J. C., M.A.
 Somerset, John B.
 Slack, Henry Lloyd, M.A.
 Strauchon, George.
 Sinclair, William, B.A.
 Thompson, John, B.A.
 Tilley, William Edward.
 Unsworth, Richard, B.A.
 Vanslyke, George Washington.
 Verner, Arthur, B.A.
 Withrow, Rev. W. H., M.A.
 Wood, Benjamin Wills.
 Wadsworth, James J., M.A., M.B.
 Wilkinson, William, B.A.
 Waters, Rev. D., M.A., LL.D.
 Wilson, John.
 Willis, Robert.
 Wright, Daniel.
 Wright, Rev. Peter.
 Whitney, W. A.
 Young, F. H., B.A.
 Young, George, M.A.

NOTE.—In addition to the preceding list, certain Inspectors and Examiners have received Certificates qualifying them to act in the localities specified in their Certificates.

II.—NAMES OF PERSONS WHO HAVE RECEIVED EXAMINERS' CERTIFICATES.

Alexander, Robert.
 Andrews, Albert.
 Ayers, William.
 Agnew, Andrew, B.A.
 Burns, Rev. Nelson, M.A.
 Boag, Joseph.
 Bain, Rev. William, M.A.
 Burdon, Alexander.
 Boys, William, LL.B.
 Beardsall, Rev. W. C.
 Bogert, Rev. J. J., M.A.
 Boulter, G. H., M.D.
 Burnham, G., sen.
 Bell, Robert.
 Baker, Alfred, B.A.
 Boyd, Rev. James.
 Boyle, William S.
 Burgess, James E., B.A.
 Brown, Miles.
 Briggs, W. Taylor, B.A.
 Bull, Rev. George A.
 Burwash, Rev. N., M.A.
 Black, Rev. James.
 Buchan, J. M., M.A.
 Bennett, Rev. A.
 Burnet, Rev. John S.
 Blatchford, Thomas.
 Bayly, Rev. Benjamin, A.B.
 Bell, Rev. J. W., M.A.
 Brown, Arthur.
 Bain, A. R., B.A.
 Bergey, David.

Fraser, Rev. William.
 Fraser, Rev. Simon C.
 Frost, J. W., B.A.
 Fleming, Rev. William, B.A.
 Gowan, Judge R.
 Grier, Rev. John, A.M.
 Grover, P. M.
 Gordon, Thomas.
 Greene, Rev. Thomas, LL.D.
 Grant, Rev. A.
 Grant, Rev. G.
 Halls, Samuel Pollard.
 Hughes, James H., M.A.
 Hunter, J. H., M.A.
 Hill, Andrew G.
 Houston, Rev. Stewart, M.A.
 Henderson, Rev. W. C., M.A.
 Hodgins, William.
 Hicks, H. M., M.A.
 Jennings, Rev. J., D.D.
 Jones, Rev. Septimus, M.A.
 Johnston, Rev. Hugh, M.A.
 Johnston, J., B.A.
 Johnson, Daniel.
 Jamieson, Alexander, B.A.
 Jardine, W. W.
 Kay, William.
 Kirkland, Thomas.
 Kennedy, George, M.A.
 Kingston, William, M.A.
 Kennedy, Alexander.
 Knight, Archibald P., B.A.

Macintyre, T. M., M.A.
 McKeellar, John Archibald.
 McGill, Anthony.
 McTavish, D. B., M.A.
 Macnee, J. C., B.A.
 McHenry, D. C., B.A.
 McCabe, John.
 Nash, Samuel L., M.D.
 Newton, Edwin.
 Newcomb, Simon.
 Nelles, Peter B.
 Nelles, J. A.
 Neal, William.
 Nason, William R., B.A.
 Osborne, J. B.
 Oliver, William, B.A.
 O'Connor, William, M.A.
 Patterson, Rev. Ephraim, M.A.
 Preston, James, B.A.
 Pysher, David.
 Powell, Francis C.
 Pringle, Rev. James.
 Porteous, Rev. J.
 Pearse, Thomas.
 Pyne, Thomas.
 Pettit, Rev. C. B., M.A.
 Patterson, E. George.
 Philipps, Rev. Thos. D., M.A.
 Pratt, Abraham.
 Rathwell, Samuel.
 Raine, John.
 Ritchie, David Hood.

 NAMES OF PERSONS WHO RECEIVED EXAMINERS' CERTIFICATES.—*Continued.*

Baptie, George, M.A.	Langford, Charles James.	Rous, F. H.
Barnes, Charles A.	Lett, Rev. S., LL.D.	Roxburgh, W. E.
Currie, Rev. Archibald, M.A.	Lafferty, Alfred M., M.A.	Robinson, George H., B.A.
Crowle, Edward P.	Landon, Rev. W. H.	Rae, Alexander M.
Campbell, Rev. Charles.	Livingstone, R. T., B.A.	Rosebrugh, Melvin M.
Carey, Robert.	Lumsden, Rev. William, M.A.	Ross, W. A., B.A.
Campbell, Daniel.	Leslie, Alexander.	Rose, George.
Croly, Rev. J. Edgar, M.A.	Livingston, Rev. P. S., B.A.	Rothwell, William.
Carmichael, Rev. James, M.A.	Lennox, David, LL.B.	Robertson, Duncan C.
Counsell, G. S.	Lewin, Rev. William, B.A.	Ross, John.
Carroll, Rev. John.	Leavitt, Thaddeus W. H.	Riddell, William, B.A.
Chadwick, C. E.	Leitch, Thomas.	Read, Joseph, A.B.
Caton, Allen.	Linton, John.	Rankin, John Brown, B.A.
Craigie, Rev. William.	Lusk, C. H., M.D.	Routhier, Rev. J. O.
Covernton, James.	Miller, Arnoldus.	Shaw, John.
Campbell, Stewart.	Murray, John.	Sinclair, James.
Carlyle, James, M.D.	Mitchell, John.	Sweet, O. D.
Crawford, W. G., B.A.	Murray, Alexander, M.A.	Stanton, Charles.
Curry, Robert Nicholas.	Mitchell, S. E.	Stephenson, Rev. R. L.
Connor, J. W., B.A.	Martyn, De Witt H.	Seath, John, B.A.
Chesnut, J. G.	Mulholland, Rev. A. H. R.	Suddaby, Jeremiah.
Carman, Robert B., M.A.	Middlemiss, Rev. James.	Seymour, Frederick E., M.A.
Cleland, Rev. William.	Middleton, William G., M.D.	Smith, James, A.M.
Craig, Francis J.	Murray, Adam.	Stuart, Irwin, B.A.
Cooley, Robert.	Mylne, Rev. Solomon.	Sargent, Rev. W. J., A.M.
Carlyle, A., B.A.	Mann, Rev. Alexander.	Scott, R. George, B.A.
Clark, W. R., B.A.	Millner, C. B.	Schulte, Rev. J., Ph. D., D.D.
Cochrane, Robert.	Morse, Abishan.	Switzer, Parmenio A., B.A.
Campbell, Rev. John, B.A.	Munro, Donald.	Smellie, Thomas S. T., B.A.
Curry, C. D., B.A.	Marling, S. A., M.A.	Strang, Hugh J., B.A.
Campbell, Rev. Alexander, B.A.	Mousseau, Francois Xavier.	Thomson, John, A.B.
Chaisgreen, Charles.	Mowat, Rev. Prof. J. B., M.A.	Turnbull, James, B.A.
Deacon, John S.	Musser, Rev. E. H.	Thompson, Matthew.
Davis, Percy S.	Moore, Alvin Joshua.	Thornton, Rev. R. H., D.D.
Doan, Robert Wilson.	Mulvany, Rev. C. P., B.A.	Tremayne, Rev. F., M.A.
Dewar, Rev. Robert.	Magee, John J., B.A.	Tytler, William, B.A.
Dixon, James B., M.A.	Middleton, Rev. J., B.A.	Tod, Alexander.
Donly, A. J.	McMillan, John, B.A.	Thompson, James C.
Devitt, Abraham, M.A.	MacGregor, C. J., M.A.	Tamblyn, W. W., M.A.
Dunbar, Rev. John.	McLennan, Rev. Alex., B.A.	Wark, Alexander.
Dowswell, A. H.	McMurchy, Archibald, M.A.	Whitney, William A., M.A.
Deroche, H. M.	Macpherson, Rev. Thomas.	Wickson, Rev. Arthur, M.A.,
Dickenson, Henry.	McGregor, P. C., B.A.	LL.D.
Dupuis, Professor N. F.	McDonald, Hubert S.	Wood, Frank.
Dawson, R., B.A.	McCammon, Samuel.	Wiggins, E. Stone, M.A.
Dickson, George.	McManus, George.	Wilson, Judge.
Dobson, Robert.	McMullen, Rev. W. T.	Wood, Rev. John.
Duncan, James.	McDermid, Rev. D.	White, Rev. G. W.
De Scudamore, H. T. B.	McMechan, Rev. J.	Wright, George Wesley.
Elliott, John Charles.	McCally, Robert.	Wright, Thomas W., M.A.
Ekroyd, Alfred E.	McKerchar, Colin.	Wilson, Rev. Thomas, M.A.
Elliot, John.	McKee, Rev. W.	Williams, James Richard.
Edwards, James.	MacLennan, Rev. W., M.A.	Wishart, Rev. D.
Elliot, W. M.	McKerras, Rev. Prof. J. H., M.A.	Warburton, George Henry.
Edgecombe, George.	McLean, Thomas F., M.D.	Whyte, Rev. James.
Fisher, John.	McLennan, Simon.	Young, Archibald, jun.
Foott, G. W.	McKay, Rev. W. A., B.A.	Young, R. W.
Ferguson, John.	McCabe, William, LL.B.	

III.—TEACHERS WHO HAVE RETIRED FROM THE PROFESSION.

(Continued from Report of 1873.)

	NAME.	COUNTY.	Subscription returned and date.
272..	Amos, Walter	Simcoe	\$3. June, 1874.
273..	Aubin, Israel	Essex	6. September, do
274..	Arthurs, James E.	Halton	7. October, do
275..	Anderson, P. J. M.	Hastings	4. do do
276..	Allin, W. N.	Huron	7. do do
277..	Armstrong, Moore	do	7. December, do
278..	Adams Richard	do	7. do do
279..	Byington, Edwin L.	Durham	5. June, do
280..	Balfour, James	Ontario	5. July, do
281..	Brown, Robert	do	6. August, do
282..	Brown, George	Northumberland	6. do do
283..	Braden, Thomas B.	Peterborough	3. do do
284..	Brake, Charles H.	Northumberland	4. October, do
285..	Bolton, John	Perth	7. December, do
286..	Barkwell, R. H.	York	3. do do
287..	Battel, Elias	Huron	6. do do
288..	Cuthbertson, A. S.	York	4. August, do
289..	Cameron, Malcolm	Elgin	6. do do
290..	Chisholm, W. P.	Addington	5. September, do
291..	Clifford, William	Peel	2. do do
292..	Cooley, John W.	Perth	5. do do
293..	Cameron, J. W.	Victoria	7. October, do
294..	Corrigan, Robert	York	3. do do
295..	Curtis, Smith	Leeds	5. November, do
296..	Clemens, Menno B.	Waterloo	6. December, do
297..	Cadman, A. J.	Addington	7. do do
298..	Dittmer, Emil F. A.	Perth	6. October, do
299..	Davis, John	Peel	4. do do
300..	Dunfield, John	Northumberland	3. December, do
301..	Ferguson, Robert	Grey	6. September, do
302..	Frame, Alexander	Perth	6. October, do
303..	Gordon, George	Stormont	4. August, do
304..	Givens, David A.	Leeds	7. September, do
305..	Graham, P. L.	Kent	5. December, do
306..	Huff, John S.	Prince Edward	4. August, do
307..	Hobkirk, Joseph	Huron	6. do do
308..	Hill, Lewis W.	Simcoe	4. do do
309..	Hall, Henry Walter	Perth	7. September, do
310..	Honeywell, William	Northumberland	3. do do
311..	Haley, Timothy	Renfrew	3. October, do
312..	Hooper, Henry M.	York	2. November, do
313..	Hodge, Robert	Durham	4. December, do
314..	Hill, J. A.	Simcoe	4. do do
315..	Johnston, Adam	Dundas	4. September, do
316..	Johnston, S. J. H.	Frontenac	3. October, do
317..	Jessop, Elisha	Durham	6. November, do
318..	Lloyd, Walter	Victoria	7. September, do
319..	Mills, Nathaniel	Lincoln	5. do do
320..	Malcolm, James.	Lambton	6. December, do
321..	McAleese, W. V.	Elgin	6. July do
322..	McInnes, Charles	Grey	4. do do
323..	McCallum, Donald	Glengarry	6. August, do
324..	McKay, Angus	Elgin	5. do do
325..	Mackie, Thomas	Simcoe	5. do do
326..	McFadyen, Allan L.	Victoria	5. September, do
327..	McWilliam, Robert	Waterloo	3. October, do
328..	Phillips, Charles Gage	Brant	3. September, do
329..	Robertson, Eph. H.	Welland	5. July, do
330..	Robertson, David	Northumberland	5. December, do
331..	Simmons, George A.	Halton	4. September, do
332..	Scott, James A.	Lanark	6. do do
333..	Smith, Daniel F.	Perth	7. do do
334..	Stewart, David M.	Lanark	3. October, do
335..	Shepley, Theodore C.	Perth	4. December, do
336..	Stalker, John	Kent	5. do do
337..	Stewart, George	Simcoe	7. de do

STATEMENT showing Moneys returned to Widows and Representatives of
Deceased Teachers.

	NAME.	COUNTY.	Subscription returned and date.
338..	Emerson, Mrs. M. L., Widow of Samuel Emerson	Essex	\$4.49.... June, 1874.
339..	McClelland, Mrs. M., Widow of William McClelland.....		
340..	Stewart, Mrs. Sarah, Widow of William Stewart.....	Carleton.....	13.26.... November, do
341..	Williams, John, Representative of E. R. Williams	Elgin	13.47.... October, do

APPENDIX G.

1. LIST OF HIGH SCHOOL INSPECTORS.

James A. McLellan, M.A., LL.D.; J. M. Buchan, M.A.; S. Arthur Marling, M.A.

2. LIST OF PUBLIC SCHOOL INSPECTORS.

NAME.	JURISDICTION.	POST OFFICE.
Donald McDermid, M.D.....	Glengarry and Town of Cornwall	Athol.
Alexander McNaughton	Stormont	Newington.
Rev. Wm. Fergusson, A.M.....	Dundas	Winchester.
Thomas Orton Steele	Prescott	L'Orignal.
Rev. Thomas Garrett	Russell	Bearbrook.
Rev. John May, M.A.	Carleton.....	Ottawa.
Rev. George Blair, M.A.....	Grenville and Town of Prescott	Prescott.
Robert Kinney, M.D.....	Leeds, No. 2	Brockville.
William R. Bigg.....	do No. 1, and Town of Brock- ville	Brockville.
Henry Lloyd Slack, M.A.	Lanark and Town of Perth	Perth.
Rev. E. H. Jenkyns, M.A.....	Renfrew	Pembroke.
John Agnew, M.D.....	Frontenac	Kingston.
Frederick Burrows.....	Lennox and Addington and Town of Napanee	Napanee.
Gilbert D. Platt, B.A.	Prince Edward	Pictou.
William Mackintosh.....	Hastings, No. 1	Madoc.
John Johnston	do No. 2, and Town of Belle- ville	Belleville.
Edward Scarlett	Northumberland and Town of Co- bourg	Cobourg.
John J. Tilley	Durham and Towns of Bowmanville and Port Hope	Bowmanville.
James Coyle Brown.....	Peterborough	Peterborough.
Rev. Frederick Burt	Haliburton	Minden.
James H. Knight	E. Victoria and Town of Lindsay	Lindsay.
Henry Reazin	W. do	Lindsay.
James McBrien	Ontario	Myrtle.
James Hodgson	S. York	Yorkville.
David Fotheringham.....	N. York	Aurora.
Donald J. McKinnon	Peel and Town of Brampton.....	Brampton.

LIST OF PUBLIC SCHOOL INSPECTORS.—*Continued.*

NAME.	JURISDICTION.	POST OFFICE.
Rev. William McKee, B.A.	S. Simcoe	Clover Hill.
James C. Morgan, M.A.	N. Simcoe and Town of Barrie	Barrie.
Robert Little	Halton and Towns of Milton and Oakville	Acton.
Joseph H. Smith	Wentworth	Ancaster.
Michael Joseph Kelly, M.D.	Brant and Town of Brantford	Brantford.
John B. Somerset	Lincoln	St. Catharines.
James H. Ball, M.A.	Welland and Town of Clifton	Thorold.
Richard Harcourt, M.A.	Haldimand	York.
James J. Wadsworth, M.A., M.B.	Norfolk and Town of Simcoe	Simcoe.
William Carlyle	Oxford and Towns of Ingersoll and Tilsonburgh	Woodstock.
Thomas Pearce	Waterloo and Towns of Berlin and Galt	Berlin.
A. Dingwall Fordyce	N. Wellington	Fergus.
Rev. James Kilgour	S. Wellington and Town of Orangeville	Guelph.
Thomas Gordon	N. Grey and Town of Owen Sound ..	Owen Sound.
William Ferguson	S. do and Town of Durham	Priceville.
William Alexander	Perth and Towns of Listowel, Mitchell, St. Mary's and Stratford	Stratford.
John R. Miller	S. Huron and Town of Goderich	Goderich.
Archibald Dewar	N. do and Town of Clinton	Seaforth.
W. S. Clendening	E. Bruce and Town of Walkerton	Walkerton.
Benjamin Freer	W. do	Kincardine.
John Dearness	E. Middlesex	London.
John C. Glashan	W. do and Town of Strathroy	Strathroy.
A. F. Butler	Elgin	St. Thomas.
Edmund B. Harrison	Kent	Ridgetown.
George W. Ross, M.P.	Lambton, No. 1, and Town of Petrolia ..	Strathroy.
John Brebner	do No. 2, and Town of Sarnia	Sarnia.
Theodule Girardot	Essex, No. 1, and Town of Sandwich ..	Sandwich.
James Bell	do No. 2, and Town of Amherstburgh	Oxley.
James Hughes	City of	Toronto.
A. Macallum, M.A.	do	Hamilton.
Professor N. F. Dupuis, M.A.	do	Kingston.
J. B. Boyle	do	London.
Rev. H. J. Borthwick, M.A.	do	Ottawa.
W. H. Ross	Town of	Bothwell.
Rev. A. McColl	do	Chatham.
Rev. Robert Rodgers	do	Collingwood.
R. B. Carman, M.A.	do	Cornwall.
Rev. James Herald	do	Dundas.
Rev. Robert Torrance	do	Guelph.
Daniel Wright	do	Meaford (Craigleith).
John Rogers	do	Niagara.
Rev. Thomas Henderson	do	Paris.
James Stratton	do	Peterborough.
J. M. Platt, M.D.	do	Pictou.
John H. Comfort, M.D.	do	St. Catharines.
Rev. George Cuthbertson	do	St. Thomas.
Rev. George Bell, LL.D.	do	Walkerton.
G. H. Smith	do	Whitby.
J. C. Patterson	do	Windsor.
Hugh McKay, M.D.	do	Woodstock.

APPENDIX H.

CERTIFICATES AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, BY THE CHIEF SUPERINTENDENT OF EDUCATION TO NORMAL SCHOOL STUDENTS, AND BY THE COUNTY AND CITY BOARDS OF EXAMINERS, 1874.

I. *By the Council of Public Instruction.*

FIRST CLASS.

MALE.

A.		C.	
	<i>County, &c.</i>		<i>County, &c.</i>
*Carson, Jos. Standish	Simcoe.	*Goodbow, Alfred	Perth.
*Fletcher, Morris Johnson	Waterloo.	Hammel, David	Huron.
*Munro, John	Simcoe.	Leitch, Thomas	Elgin.
Orr, Robt. Kimball	Durham.	*McArdle, David	Perth.
*Parlow, Edwin D.	Ottawa.		
*Smirl, Archibald	Ottawa.		
B.			
		Clark, Levi	York.
*Barnes, Charles Andrew	Lambton.	Cook, John Wesley	Wentworth.
		*Hotson, Alexander	Toronto.

* *Normal School Students.*

II. *By the Chief Superintendent of Education to Normal School Students, July Examinations.*

FIRST CLASS.

MALE.

A.	B.	C.
Birchard, Isaac Jas.	Barnes, Charles Andrew. Lee, Archibald.	Davidson, Sandfield. Jameson, Hugh Alfred.

FEMALE.

C.

Carter, Emma.	Cornor, Mary Margaret Louisa Jane.	Hagarty, Sara. Palmer, T. Louisa.
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Candidates for First Class, who received Certificates of Second Class.

MALE.

A.

Hotson, Alexander. Cameron, Hugh.	Brown, E. James.	Campbell, Cassius.
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FEMALE.

Kähler, Louisa E.

SECOND CLASS.

MALE.

A.

Arner, Arthur J. Baird, Geo.	Brown, Jas. Cowan, Andrew.	McInnis, John. Ratcliff, Jas.
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FEMALE.

A.

Allen, Amelia Maria.	Bissell, Alice.
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MALE.

B.

Bannerman, Wm. Cunningham, Aiken Walter. Dalzell, John Bell. Hunter, Jas.	McGowan, Thos. Marston Kinney. McKibbin, John Henry. Moir, Geo. Ross. Ogden, Henry Harrison.	Reynolds, Arthur J. Rose, David. Sifton, Jas. William West, Walter Robt.
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FEMALE.

B.

Betts, Susan.
Case, Elizabeth Blanche.
McCreight, Elizabeth.
McLean, Matilda Mary Eunice.

Newton, Margaret.
Northcott, Mary Ann.
Pearson, Emily Margaret.

Smith, Marianne Bloomfield.
Sykes, Charlotte Elizabeth.
Tutt, Hannah Elizabeth.

Candidates for Second Class Certificates who received Third Class Certificates (*limited to one year*).

MALE.

Armestead, Samuel.
Dales, John Robert.

Donnocker, Delbert George.

Powell, Francis.

FEMALE.

Alley, Katie.
Arner, Martha.
Aylward, Sarah Anastasia.
Baily, Louisa.
Barnard, Mary Jane.
Blacklock, Mary Elizabeth.
Case, A. Victoria.

Clarke, Emmeline.
Freeman, Alice.
Hall, Elizabeth Ann.
Hewitt, Mary Ann.
Hudson, Celeste.
McArthur, Mary.
McCulloch, Maggie.

McLaughlin, Alice.
Mills, Mary Ann.
Mitchell, Lizzie Bruce.
Rodger, Mary Jane.
Shaw, Kate.
Thompson, Margaret Jane.
Westman, Mary Ann.

THIRD CLASS.

(*Limited to one year.*)

MALE.

Campbell, John.
Carruthers, Jas. Benjamin.
Case, Thomas Edward.
Chadwick, Charles William.

Fletcher, John.
Grant, James.
Irwin, Joseph.

Patterson, Robert.
Shaw, Chas. Thos.
Yorke, John.

FEMALE.

Botts, Sarah Ellen.
Carlyle, Thomasina.
Cameron, Mary.
Church, Eliza Jane.
Davidson, Alice.
Douglas, Mary Adelaide.
Glassford, Mary Emma.

Gray, Annie.
Hamilton, Kate Mary.
Harcourt, Bessie.
Hill, Lucy C.
Ivison, Mary.
McCrea, Anna Laura.
McLean, Margaret Ann.

Oswald, Janet.
Robinson, Georgetta.
Scarlett, Evelynne Selina Gertrude.
Spence, Margaret.
Stalker, Sarah.
Stratton, Elizabeth.
Sutton, Eleanor.

December Examinations.

FIRST CLASS.

MALE.

B.

Jamieson, Hugh Alfred.

C.

Campbell, Cassius.
Hotson, Alexander.

FEMALE.

C.

Allen, Amelia M.
Cornor, Mary M. L. J.

Newman, Margaret.

Paoeti, Eleanor F. L.

SECOND CLASS.

MALE.

A.

Cunningham, Aiken W.

Stuart, Duncan.

White, Christopher.

B.

Black, Hugh.
Carruthers, James B.
Dales, John Robt.
Davis, Bidwell N.
Dickson, John F.

Fletcher, John.
Hockey, John Edwin.
Huntsman, Lutien E.
Kelly, Simeon.
Kerr, James.

Lennox, John.
Patrick, Thomas.
Powell, Francis.
Hogarth, Jabez (student of the
51st session).

FEMALE.

B.

Baily, Louisa.	Hopkins, Kate Georgina.	McLaughlin, Alice.
Cameron, Wilhelmina.	Hudson, Celeste.	Scarlett, Evelynne S.
Freeman, Alice.	Jack, Alma.	Smith, Minnie Bloomfield.
Gray, Eliza Rebecca.	Mitchell, Lizzie Bruce.	Westman, Mary Ann.
Hall, Eliza Ann.	McCrea, Anna Laura.	

Candidates for Second Class Certificates who received Third Class Certificates (*limited to one year*).

MALE.

Bell, Stephen Henry.	Cooke, Edgar M.	Kemp, John Hunter.
Brown, Richard Ellis.	Elliott, Thomas.	Stones, George.
Cameron, Angus.	Holmes, Edward.	Scott, Walter W.

FEMALE.

Arner, Isabel.	Cole, Cordelia Elizabeth.	Oliver, Maggie Goldie.
Aylward, Sarah Anastasia.	Fisher, Mary McIntosh.	Rodger, Mary Jane.
Baxter, Sarah Sophia.	McAree, Annie.	Spence, Margaret.
Blacklock, Elizabeth.	McArthur, Mary.	Sutton, Eleanor.
Burton, Maggie.	McBrady, Eliza Jane.	Trotman, Annie.
Carlyle, Thomasina.	McKay, Myra.	Waugh, Fanny Racy.
Church, Eliza Jane.	McKellar, Nancy Jane.	Whitfield, Maggie.
Clarke, Emmeline.		

THIRD CLASS.

(*Limited to one year*).

MALE.

Hughes, Joseph Henry.	Kennedy, Archibald.	Sample, Samuel.
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FEMALE.

Dobbin, Selina.	Lang, Helen F.	Sims, Florence.
Duncan, Agnes.	Mitchell, Margaret.	Simpson, Marianna.
Foulds, Elizabeth.	Shea, Hattie Elizabeth.	

In addition to the foregoing Certificates, the following was granted:—

Espie, Margaret, Class II., Grade A. (Trained in Ireland.)

NOTE.—The Certificates granted by the Chief Superintendent of Education here given are by authority of the Act 37 Vic., cap. 27, sec. 31 (12), on the Report of the Central Committee of Examiners as to attainments, and of the Principal of the Normal School as to ability and aptitude to teach.

III. By the County and City Boards of Examiners (July Examinations).

SECOND CLASS.

MALE.

A.

<i>County, &c.</i>	<i>County, &c.</i>
Adair, Henry	Grey.
Armstrong, J. E.	York.
Beringuette, George	Lanark.
Black, William J.	Lennox and Addington.
Bowerman, John T.	Prince Edward.
Burdick, Caleb F.	Middlesex.
Cairns, John A.	Perth.
Campbell, John	Victoria.
Campbell, Alex.	Huron.
*Chadwick, Chas. W.	Grey.
*Cornforth, William	Wentworth.
Dafoe, William A.	Hastings.
Dunbar, R. H.	Elgin.
Elliott, William	Dundas.
Ferguson, John	Huron.
Flemming, Robert	Middlesex.
Fraser, William H.	Simcoe.
Funnell, Henry E.	Oxford.
Glass, George	Durham.
Gibson, Robert	Middlesex.
Godwin, William H.	Frontenac.
Grassick, James	Huron.
Hall, Theophilus	Bruce.
Hallet, William J.	Wellington.
Henry, Thos. McK.	Lennox and Addington.
Hindson, William	Lincoln.
Hobkirk, A. A.	Huron.
Inglesby, R. C.	Elgin.
Mackay, Hector	Grey.
Malcolm, Fullerton B.	Carleton.
Martin, Joseph	Ottawa.
Millar, James	Haldimand.
*Moir, R. G.	Huron.
Moore, Thomas	York.
Moore, Charles A.	Peterboro'.
McEwen, James	Carleton.
*McFaul, Leonard L.	York.
*McIntosh, Angus	Waterloo.

* Normal School Students.

MALE.—Continued.

A.

	<i>County, &c.</i>
McGregor, Charles	Middlesex.
Petrie, Alexander	Wellington.
Reid, David	Wentworth.
Sinclair, Robert G.	Grey.
Sinclair, John	Peel.
*Sinclair, Samuel B.	Elgin.
*Sifton, James W.	Elgin.
*Slater, James	Elgin.

	<i>County, &c.</i>
*Smily, George	Carleton.
Stanton, James H.	Durham.
Staples, Samuel	Wentworth.
Stuart, Joseph U.	Middlesex.
Stuart, Alexander	Middlesex.
Walker, John A.	Kent.
Westervelt, Samuel B.	Peel.
Wilson, Nicholas	Middlesex.

B.

Armstrong, William S.	York.
Banks, Maltimore	Lincoln.
Barron, Robert	York.
*Bannerman, Wm.	Grey.
Bonner, John D.	Haldimand.
Bradley, William E.	York.
Brennard, Henry T.	Essex.
*Brown, Thomas D.	Prince Edward.
Bewell, William H.	Grey.
Bell, Thomas	Lincoln.
Campbell, Colin	Huron.
Cantelon, Peter	Huron.
*Case, E. T.	Huron.
Chenay, David	Dundas.
Chisholm, Thomas	Wellington.
Clapp, Robert E.	Grey.
Collin, John	Ontario.
Crawford, George E.	Prince Edward.
*Crawford, Wm. H.	Lincoln.
Cowan, William	Durham.
Dick, John H.	Wellington.
Dickson, Albert	Lambton.
*Dolbear, Ransom	Elgin.
*Donnocker, Delbert G.	Elgin.
Duncan, John A.	Russell.
Dunnfield, John	Northumberland.
Flanagan, James	Dundas.
Flewelling, John E.	Wellington.
Fraser, Ebenezer E.	Simcoe.
Gilbert, Abraham	Middlesex.
Glenn, James E.	Prince Edward.
Graham, John J.	York.
Hanna, Franklin	Leeds and Grenville.
Hanna, William	Lanark.
Hand, James	York.
*Hart, Hermon	Victoria.
*Hicks, R. W.	Toronto.
Hislop, James	Perth.
Hobbs, William B.	Middlesex.
*Hodgins, Frank	Middlesex.
Hunt, Hannan W.	Leeds and Grenville.
Huston, E. H.	Huron.
Houston, Robert	Lincoln.
*Kester, Andrew	Ontario.
Kirkpatrick, Thos.	Durham.

Kinrade, Thos. L.	Wentworth.
Kirk, George	Lambton.
Lamb, William	Bruce.
Leacock, Henry J.	Lambton.
Leahy, John	Essex.
Macintyre, Donald	Glenarry.
Metcalfe, James H.	Frontenac.
Miller, Edward A.	Lambton.
Mills, David	Grey.
Mullen, Henry J.	Peel.
*McClung, John	Bruce.
†McEwan, Robert A.	Dundas.
McGrath, John	Middlesex.
McKeown, Wm.	Hastings.
McKay, Angus	Elgin.
McLean, Angus	Middlesex.
McLean, George	Frontenac.
McMahon, John	Wellington.
*Norton, Theophilus	Victoria.
Natress, William	Peel.
*Nasmith, Archibald	Perth.
O'Reilly, James	Northumberland.
Pauling, James G.	Elgin.
Patterson, James	Huron.
Park, Alexander	Kent.
Rowan, James E.	Haldimand.
Sheehan, John	Hamilton.
Sheridan, Samuel	Ontario.
Sinclair, Archibald	Waterloo.
Sinclair, James A.	Northumberland.
*Smith, William C.	Peterborough.
Stafford, Henry E.	Elgin.
Standish, Joseph	Huron.
Talbot, Daniel	Wellington.
Tanner, John A.	Lambton.
Tanner, Robert J.	Lambton.
Thomas, John S.	Wellington.
Wallace, Robert J.	Leeds and Grenville.
*Welch, Lafayette	Middlesex.
*Wellwood, Richard	Wellington.
Wetherill, Eben. R.	Leeds and Grenville.
Wickens, Walter	Brant.
*Yorke, John	Carleton.
Yule, David D.	Bruce.

FEMALE.

A.

Andrews, Priscilla	Carleton.
Cotton, Martha	Hamilton.
Cowper, Mary	Grey.
Gill, Annie	Kingston.
Harvey, Lilly	Hamilton.
Hunt, Martha F.	Peterborough.

Living, Eliza	Ottawa.
Marritt, Salome	Middlesex.
McIntyre, Isabella	Kingston.
*Newton, Margaret	York.
Pardon, Kate L.	Kent.
Whittaker, Jennie	Oxford.

B.

Abbott, Susie J.	Leeds and Grenville.
Armstrong, Annie	Prescott.
*Baily, Louisa	York.
Brown, Esther	Grey.

*Carlyle, Thomasina	Toronto.
Chuse, Lauretta	Elgin.
Comfort, Ellen	Elgin.
Cooke, Margaret	Prescott.

* Normal School Students.

† Conditional.

FEMALE.—Continued.

B.

	<i>County, &c.</i>
Crawford, Annie	Kingston.
*Davidson, Alice	York.
Dawson, Eva	Kent.
Forgie, Agnes	Lanark.
*Glassford, Mary E.	York.
Harvey, Annie M.	Wentworth.
Haskett, Eliza	Grey.
*Hoskins, Cecilia C.	Lincoln.
*Hudson, Celeste	Elgin.
Magen, Clara	Hamilton.
Miller, Amelia	London.
*McCulloch, Margaret	Perth.
*McLean, Matilda M.	York.
*McLean, Margaret A.	Victoria.
*O'Leary, Alice	Victoria.
Palmer, Antoinette	Ontario.
Pentland, Emma	Wentworth.

	<i>County, &c.</i>
Pilson, Catharine.	Ottawa.
Rothwell, Caroline	Ottawa.
*Shaw, Kate A.	Lambton.
Springer, Elizabeth	Elgin.
*Staples, Susannah	Victoria.
Steady, Annie C.	Ottawa.
Stevens, Ann	Huron.
*Thompson, Maggie	Victoria.
Waddell, Lizzie F.	Prescott.
Walker, Cath. R.	Perth.
*Wallace, Mary	Peel.
*Watson, Carrie J.	York.
Weller, Matilda C.	Lennox and Addington.
Welstad, Anna	Lincoln.
*Westman, Mary A.	York.
*White, Mary A.	Wentworth.

* Normal School Students.

IV.—NUMBER OF CERTIFICATES

AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, AND BY THE COUNTY AND CITY BOARDS OF EXAMINERS, AT THE JULY EXAMINATIONS, 1874.

COUNTIES AND CITIES.	NUMBER WHO APPLIED FOR			Total.	WHO RECEIVED				Total.	
	1st Class.	2nd Class.	3rd Class.		2nd Class.		3rd Class.			
					Male.	Female.	Male.	Female.		
Glengarry.....	—	2	26	28	1	—	1	—	7	9
Stormont.....	—	1	18	19	—	—	—	—	4	7
Dundas.....	—	4	49	53	4	—	6	—	36	46
Prescott.....	—	3	20	23	—	3	—	—	10	13
Russell.....	—	2	21	23	1	—	—	—	7	6
Carleton.....	—	8	32	40	4	1	14	7	52	26
Leeds and Grenville	—	11	97	108	4	1	11	—	68	68
Lanark.....	—	3	52	55	2	1	6	—	20	29
Renfrew.....	—	—	38	38	—	—	2	2	4	4
Frontenac.....	—	9	58	67	3	—	7	—	23	33
Lennox and Addington	—	3	20	23	2	1	2	—	18	23
Prince Edward.....	—	11	35	46	4	—	6	—	11	21
Hastings.....	—	9	91	100	2	—	20	—	11	33
Northumberland.....	—	3	36	39	3	—	4	—	5	12
Durham.....	1	11	26	38	4	—	9	—	10	24
Peterborough.....	—	17	47	64	2	1	9	—	22	34
Victoria.....	1	16	89	106	3	4	24	—	36	67
Ontario.....	2	13	43	58	3	1	13	—	12	29
York.....	1	24	71	96	8	7	37	—	25	78
Peel.....	—	7	18	25	4	1	3	—	5	13
Simcoe.....	2	10	64	76	2	—	18	—	19	41
Halton.....	—	1	24	25	—	—	6	—	7	13
Wentworth.....	2	9	40	51	4	3	10	—	17	35
Brant.....	—	7	21	28	1	—	5	—	7	13
Lincoln.....	—	7	39	46	5	2	8	—	15	30
Welland.....	1	—	20	21	—	—	2	—	10	12
Haldimand.....	—	6	31	37	3	—	5	—	10	18
Norfolk.....	—	1	27	28	—	—	2	—	14	16
Oxford.....	—	8	52	60	1	1	8	—	8	18
Waterloo.....	2	8	33	43	2	—	10	—	5	18
Wellington.....	1	30	97	128	9	—	25	—	16	50
Grey.....	1	24	95	120	8	3	12	—	31	54

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